

“English is the key to the world”

A case study of attitudes towards English in the city of Kotka

Päivi Virtanen

Master's Thesis

Master's programme in English studies

Faculty of Arts

University of Helsinki

October 2019

Tiedekunta – Fakultet – Faculty Humanistinen tiedekunta		Koulutusohjelma – Utbildningsprogram – Degree Programme Englannin kielen ja kirjallisuuden maisteriohjelma	
Opintosuunta – Studieriktning – Study Track			
Tekijä – Författare – Author Päivi Virtanen			
Työn nimi – Arbetets titel – Title "English is the key to the world". A case study of attitudes towards English in the city of Kotka			
Työn laji – Arbetets art – Level	Aika – Datum – Month and year	Sivumäärä– Sidoantal – Number of pages	
Pro Gradu-tutkielma	Lokakuu 2019	58 + liitteet	
Tiivistelmä – Referat – Abstract			
<p>Englannin kielen laajamittainen käyttö Suomessa ja muualla maailmassa on herättänyt mielipiteitä puolesta ja vastaan. Leppänen ym. (2009) tekivät laajan tutkimuksen suomalaisten asenteista englannin kieltä kohtaan. Kyseisen tutkimuksen innoittamana tutkin kotkalaisten sekä lähiseudun täysi-ikäisten asukkaiden asenteita englantia kohtaan. Halusin keskittyä kyseiseen alueeseen, koska vastaavaa Kotkan alueeseen keskittyvää tutkimusta ei ole aikaisemmin tehty. Lisäksi tutkimukseni tarjoaa tietoa Kotkan kaupunkistrategiaa <i>Kotka 2025</i> varten, jossa mm. kansainvälistyminen ja elämänmittainen oppiminen on nostettu esille. Englannin kielen lisäksi kysyin myös asukkaiden mielipiteitä venäjän kieltä kohtaan johtuen kaupungin maantieteellisestä sijainnista lähellä Venäjän rajaa.</p> <p>Tutkimukseen osallistui 203 vastaajaa. Keräsin aineiston online-kyselynä kahden paikallisen Facebook-sivuston, <i>Merikaupunki Kotka</i> ja <i>Puskaradio Kotka 2.0</i> välityksellä. Lisäksi kysely julkaistiin paikallisen yrityksen sisäisillä kanavilla. Vastausmäärän perusteella näyttää siltä, että asukkaat kokivat aiheen mielenkiintoiseksi ja tärkeäksi.</p> <p>Vastausten perusteella asukkaiden suhtautuminen englannin kieleen on erittäin myönteistä. Tulokset ovat melko samansuuntaiset Leppäsen ym. (2009) tutkimuksen kanssa. Tutkimukseni mukaan vastaajat kokevat englannin kielen tärkeäksi, koska se mahdollistaa kommunikoinnin ympäri maailmaa niin työssä kuin vapaa-ajallakin. He olivat vahvasti sitä mieltä, että sekä nuorten että työikäisten pitäisi osata englantia, mutta ikäihmisten kielitaito jakoi mielipiteitä. Lisäksi vastaajat uskovat, että englannin kieli auttaa lisäämään yhteisymmärrystä. He olivat myös sitä mieltä, että englanninkielentaitoiset asukkaat vaikuttavat Kotkan kaupungin imagoon positiivisesti. Tärkeimmät tekijät, jotka motivoivat vastaajia opiskelemaan englantia ovat Internet, parempi työnsaantimahdollisuus, käyttö työtehtävissä sekä matkailu. Vastaajat ilmoittivat myös, että englannin kielen taidon myötä he kokevat itsensä eurooppalaisiksi ja jopa kansainvälisiksi. Lisäksi he ilmoittivat, että englannin kieli ei kuitenkaan uhkaa Suomen kansalliskieliä.</p> <p>Vertailtaessa englannin kieltä venäjän kieleen, vastaajat ilmoittivat, että he kokevat englannin kielen tärkeämmäksi, koska se mahdollistaa kommunikoinnin laajemmassa mittakaavassa kuin venäjän kieli. Itärajan läheisyys näkyi osassa vastauksia, koska osa vastaajista ilmoitti, että venäjän kieltä tarvitaan paikallisesti varsinkin kaupungissa vierailevien turistien takia.</p>			
Avainsanat – Nyckelord – Keywords englannin kieli, asenne, kieliäsenne, identiteetti, kielten opiskelu, kansainvälistyminen, Kotka			
Säilytyspaikka – Förvaringställe – Where deposited E-Thesis			
Muita tietoja – Övriga uppgifter – Additional information			

Table of Contents

1. Introduction.....	1
2. Theoretical framework.....	4
2.1 The concept of language attitudes.....	5
2.2 Language as an identity marker.....	7
2.3 The role of English in the globalized world.....	9
2.4 Language attitudes – the European perspective.....	10
2.5 Language attitudes in the Finnish context.....	12
3. Data and methods.....	16
3.1 Questionnaire.....	16
3.2 Data collection process.....	19
3.3 Methods of collecting and analyse the data.....	20
4. Analysis.....	22
4.1 Background information of the informants.....	22
4.2 Reported language skills.....	25
4.2.1 Educational background in relation to English.....	26
4.2.2 Educational background in relation to Russian.....	27
4.3 Significance of English.....	28
4.3.1 English language skills among three different age groups.....	29
4.3.2 English as a threat to domestic languages.....	31
4.3.3 The sense of being an international person.....	34
4.3.4 The importance of foreign language competence.....	35
4.3.5 The value of English competence and English speaking services.....	36
4.3.6 The use of English in comparison to Russian.....	37
4.4 English as an international language.....	37
4.4.1 The effect of English on languages.....	38
4.4.2 English language skills in the world.....	39
4.4.3 English language skills and advancement.....	39
4.4.4 English as a tool for mutual understanding.....	39
4.4.5 Being up-to-date with English.....	40
4.5 English language studies.....	40
4.6 Influence of English.....	42
4.7 Free comments on the significance of English.....	43
4.8 Comments regarding the statement about English vs Russian.....	46
5. Discussion.....	49
5.1 Attitudes towards English.....	49
5.2 The informants' motivational factors behind language learning.....	51
5.3 Internationalization in the light of the English language.....	52
5.4 Evaluation of the methodology.....	52
6. Conclusion.....	54

Appendix 1: Questionnaire

Appendix 2: Privacy statement

Appendix 3: Self-reported language competence

List of Figures and Tables

Figure 1. Age range of the informants.....	22
Figure 2. Education of the informants.....	23
Figure 3. Employment status of the informants.....	24
Figure 4. Place of residence.....	24
Figure 5. Informants' mother tongue.....	25
Figure 6. Self-reported English competence/vocational degree.....	26
Figure 7. Self-reported English competence/university of applied sciences degree.....	27
Figure 8. Self-reported Russian competence/vocational degree.....	28
Figure 9. Self-reported Russian competence/university of applied sciences degree.....	28
Figure 10. Desirability of English skills according to three different age groups.....	30
Figure 11. Desirability of English skills according to 18-25 year-olds.....	31
Figure 12. Desirability of English skills according to 46-55 year-olds.....	31
Figure 13. Spread of English is a threat to domestic languages (18-25 year-olds).....	32
Figure 14. Spread of English is a threat to domestic languages (46-55 year-olds).....	32
Figure 15. English is a threat to domestic languages (vocational degree).....	33
Figure 16. English is a threat to domestic languages (university of applied sciences degree).....	33
Figure 17. Proficiency in English and the sense of being an international person.....	34
Figure 18. Proficiency in English and the sense of being an international person (18-25 yrs).....	35
Figure 19. Proficiency in English and the sense of being an international person (46-55 yrs).....	35
Figure 20. English is more useful in comparison to Russian.....	37
Figure 21. Informants' opinions about English as an international language.....	38
Figure 22. Informants' motives to learn English.....	41
Figure 23. Effect of the English language on identity.....	42
 Table 1. Language proficiency in addition to mother tongue.....	 25

1 Introduction

There are over 7000 living languages in the world today, but the number of languages is not stable due to the rapidly changing world (Ethnologue 2019). Among the most spoken languages, English is in the 3rd place with 378 million native speakers (Statista 2019). The language is present all over the world; on every continent including some islands in the Atlantic, Indian and Pacific (Crystal 2012: 29). In addition, English is used as a lingua franca in different domains, such as commerce, education and the entertainment industry (Leppänen et al. 2009, Mauranen 2018, Virtanen 2017). The visibility of English resulting in possible “incidental learning” of the language might improve and maintain positive attitudes towards English (Sjöholm 2004: 220). The most common language used on the Internet in 2017 was English (24.8 %) (Statista 2019). I believe this is one reason why especially Internet users might have acquired English efficiently. Also, people’s cross-national mobility (Mauranen 2018: 110) from one country to another is an important factor which spreads the English language.

Also in Finland, people know the English language and they might even use English alongside their mother tongue (Leppänen et al. 2009). However, not only people but also different service providers, for example restaurants, health clubs, real estate agents and so on tend to use English in communication. They might have English names, such as *Kitty’s Milkshake Bar*, *Fitness24seven* or *Asuntokauppa UpHouse LKV Oy*. Even the name of the whole restaurant section in the *Iso-Omena* shopping centre in Espoo is called *M.E.E.T*. It is an abbreviation for “meet, eat, enjoy, together”. I noticed this phenomenon also in the city of Kotka during my survey two years ago regarding attitudes towards English. There are lots of English signs, advertisements and billboards visible throughout the centre of Kotka. However, due to the limited number of informants in that survey it was not possible to state any reliable results regarding the significance and attitudes towards English in the city (Virtanen, 2017).

Kotka is a coastal city about 130 kilometres from Helsinki to the east and fairly close to the Russian border. The city was established 140 years ago in 1879 and it is known for its harbour and archipelago as well as a yearly maritime festival *Kotkan Meripäivät*. There were 52 883 inhabitants in 2018 of whom people between 15 and 64 years of age are in the majority (60.1 %) (Tilastokeskus 2019). The population is not homogenous because there are over 50 nationalities of which Russians form the biggest group of foreigners (Kotka 2019).

According to information which has been published on the webpage of the city of Kotka, the residents had a possibility to give their opinions regarding the *Kotka 2025* plan for the future through the online questionnaire which was a game-like survey. They were given several options and the residents' task was to choose the options they considered the most important themes in Kotka. Based on the results the City Council of Kotka approved a new strategy called *Kotka 2025* in May 2018 where for example the importance of internationalization as well as lifelong education are highlighted.

Attitudes towards English are a burning topic in the public debate in Finland (e.g. Hiilamo & Paakkanen 2018, Liiten 2018). The aim of my study is to provide information about English in Kotka as a “community-level phenomenon[on]” (Garrett, 2010: 30), that is to find out residents' attitudes towards the English language as well as towards language learning and internationalization. Also, I am interested to know whether residents consider Russian an important language in comparison to English due to the geographical position of the city.

Leppänen et al. (2009) published a large-scale survey about attitudes towards English in Finland, but there are no earlier studies available which concentrate only on local regions. This means that this study provides important information for education planning but also for urban development in Kotka. Also, I believe that residents in Kotka are interested to find out what the public opinion towards English in their hometown is, especially due to the new plans for the future (*Kotka 2025* strategy) where one important aspect is internationalization (Kotka 2019). Also, the role of Russian, especially in the Kotka region, is a significant factor due to the closeness of the Russian border and the number of Russian tourists (Mäenpää 2017).

Despite the widespread use of English in a global setting, the local practices and attitudes towards the language have an impact on the whole community, such as language education, technology or even political issues (Ushioda 2013: 3). The aim of my thesis is to examine attitudes towards English on a large scale in the Kotka region. The reason why I am particularly interested in that region is my background as a former Kotka resident.

I have spent more than 25 years there and my parents and relatives still live there which gives me motivation to continue with the subject. Also, I am interested to study residents' possible motivations for learning languages as well as their thoughts regarding internationalization in the light of the English language and also in the light of language education. The research questions are as follows:

- 1) What are adult residents' attitudes towards English in the Kotka region?
- 2) What are the informants' motivational factors behind language learning in Kotka?
- 3) How do the informants consider internationalization in Kotka in the light of the English language?

I collected the data with an electronic questionnaire which was published on two different Facebook pages; the city's official page *Merikaupunki Kotka* and the unofficial news page *Puskaradio Kotka 2.0*. In addition, one local company in Kotka published the questionnaire by using their private channel. The questionnaire was available between 13 May 2019 and 17 June 2019. During that period I received 203 responses.

2 Theoretical framework

The active discussion in the media about the role of English in Finland as well as my prior small-scale study in Kotka two years ago gave me an idea to research the subject further in a larger perspective. The study of Leppänen et al. (2009) which was conducted at the University of Jyväskylä provides a model for my study. The study of Leppänen et al. (ibid.) as well as my own study mainly concentrate on the English language, but the main difference is the number of informants; 1495 informants in Leppänen et al. (ibid.) and 203 informants in my study. Leppänen et al. (ibid.) studied the whole population between 15-79 years of age, whereas I concentrated on adult informants in Kotka and the neighbouring regions only.

The aim of the research by Leppänen et al. (2009) was not only to gather data about attitudes towards English among the whole population but also to find out contexts where the English language is encountered and used in Finland. Also, the aim was to find out the significance of the language in the future. According to the results, Finns' attitudes are positive and they want to learn the language (ibid.). Mäkelä and Posti (2018) also researched the topic in their Master's thesis, although they did not concentrate on the English language only but also other foreign languages in Finland. Regarding the importance of the English language among the Finns, the results of the study by Mäkelä and Posti (ibid.) are consistent with the study by Leppänen et al. (ibid.).

Similar positive opinions can be seen in the public debate in Finland today. English is still the most popular L2 [the second] language in basic education (Mäntylä & Dufva 2018; Opetushallitus 2019). Also in Kotka, the attitudinal situation might be positive. According to a limited test, which was conducted during one day in Kotka in the summer 2018, people at least tried to speak the language if they had any knowledge of English (Valtonen 2018). In addition to this, there is an English-speaking class available in one elementary school which provides content and language education learning (CLIL) (peda.net). Additionally, the importance of internationalization has been highlighted in the local newspaper *Kymen Sanomat*. According to one article, especially the role of teachers is essential (Virkkunen 2018). They need enough information for example about the possibilities to study abroad in order to give students relevant guidance.

Despite the aforementioned positive results, there are also opposite opinions voiced in the public debate (Hiilamo & Paakkanen 2018; see also Hyrkstedt & Kalaja 1998). The representatives of the Institute for the Languages in Finland have stated their concern

regarding the frequent use of English in Finland, especially in university education and in customer service settings (Kotimaisten kielten keskus, 2018). Also, Professor Jaakko Leino from the University of Helsinki suggests that people's attitudes towards Finnish have changed (Paavola 2018). He believes that people in Finland prefer English over Finnish for example in the aforementioned situations where English is not necessarily needed. This suggestion is coherent with the study by Kalaja and Hyrkstedt (2000) who state that the threat is not the language itself but individuals who decide to use the language in their communication (p. 380).

The worry about the dominance of English is not a Finnish phenomenon only. Skutnabb-Kangas et al. (2009) discuss the same notion in their book by suggesting that the English language is considered as a "product" which is promoted through linguistic choices, such as "lingua franca", "global" and "international" and due to that other languages are losing ground in the world (p. 85). Also Taavitsainen and Pahta suggest that "[k]nowledge of English is considered a skill like the ability to read" (2003: 10) and the language is even considered, especially in the business world, as "a neutral medium" (Nickerson 2005: 377) which is not connected with any primary culture.

The purpose of the following sections is to discuss language attitudes and how they are seen in a global sphere, in Europe and in Finland. First, I introduce the concept of language attitude (2.1) and discuss the prior viewpoints scholars have presented about the notion. Second, I continue with languages as an identity marker (2.2). Third, I discuss the role of languages in a global sphere (2.3). Fourth, I move on towards Europe and present the role of English from the European perspective (2.4). Finally, I continue from Europe to Finland and introduce language attitudes in the Finnish context (2.5).

2.1 The concept of language attitudes

The term attitude refers to "the way a person views something or tends to behave towards it, often in an evaluative way" (Collins Online Dictionary 2019; see also Haddock & Maio 2007: 69). When discussing attitudes towards languages, it can be seen that attitudes are not a stable phenomenon but they change over time. According to Edwards (2009), English was considered as a superior language in comparison to Italian, French or Dutch in the beginning of the 17th century, whereas a hundred years later the most prestigious language was French. As Edwards puts it "French was synonymous with clarity, and English, Greek, Latin and

Italian were mediums of ambiguity” (p. 57; see also Wardaugh 1987: 100). Today the role of the English language as a tool for communication is strong and stable all around the world due to its lingua franca status. However, as I pointed out earlier, this dominance of English might influence the status of the language negatively. I will discuss the position of English in the global sphere, in Europe and in Finland below (see sections 2.3, 2.4 and 2.5).

The term language attitude can also be defined through a multicomponent model, which is formed by three different notions: affect, cognition and behaviour. When an individual expresses one’s view on a particular object, they use “affective, cognitive and behavioural components” (Haddock & Maio 2007: 67). First, one has positive or negative emotions (affective component) towards the object, for example towards a certain foreign language. Second, the whole community might have certain beliefs or thoughts (cognitive component) towards the object (Garrett et al. 2003: 3) which could be, for example, a better possibility to gain a position in an international company if an individual has good English language skills. Third, the behaviour of other people (behavioural component) might affect an individual’s behaviour in a certain situation. This latter component can also be explained through the “neighbourhood effect” (Downes 2003: 179) which refers to a situation where the individuals who live next to each other tend to behave consistently. The role of mimicry (Gasiorek 2016: 17, see also Chartrand & Dalton 2007: 572) is also an intriguing phenomenon because people might behave according to socially accepted official or unofficial norms (Baxter et al. 2013: 33) which, in turn, might be for or against an object, as an example a certain language or language education.

Dörnyei et al (2006), in turn, discuss “integrativeness” which refers to “a positive outlook on the L2 [the second language] and its culture”, which means an individual’s aspiration to “integrate into the L2 culture and become similar to the L2 speakers” (p. 10). For instance, in Finland the second language is English very often. People might consider the English language as a medium which helps to cooperate with people from different cultures as well as to better understand people whose background deviates from the local. Thus, there is a possibility that language attitudes, especially those which are acquired early in the life span, are stable. As Garrett et al. (2003) suggest “language attitudes can [...] be stereotyped responses to community-bound ways of speaking, to discourse styles as well as to dialect varieties in the conventional sense” (p. 5).

Following Liebscher and Dailey-O’Cain (2017), the term language attitude might be challenging to define because attitudes as such can be seen as individuals’ emotions that they express in many different ways. There is also a possibility that they do not express their attitudes at all. The researchers stress the importance of context when discussing attitudes. They suggest that different contexts, such as “a written editorial, a talk show, a speech [or] a questionnaire”, together with demographic factors (p. 2), might influence the way individuals express their attitudes. Also Downes (2003: 64-65) points out that the way people not only use languages but view languages, depends on demographic factors, such as age, gender and social class. Edwards (2009) even suggests that those attitudes are rather towards “different groups of people” than languages and those attitudes are connected with the need for “linguistic protection and purity” (p. 57). Hyrkstedt and Kalaja (1998), in turn, discuss “mental entities and processes” and suggest that they can be observed through the way individuals discuss or write about a particular object (p. 347), which can be for instance a certain language. Thus, the challenges regarding language attitude research lie with the multifaceted nature of the phenomenon. There are different individuals, such as teachers, students and parents, and their various viewpoints which are not necessarily straightforward (ibid. p. 7). There is, for example, a possibility that notwithstanding the positive attitudes towards a certain language, individuals do not necessarily want to study that language at all (see Garrett 2010: 28).

Languages have also a connective function because a common language might help to build up “social identity”, which means “the sense of belonging to a particular social group” (Mitchell & Myles 2004: 246; see also European Commission 2019). These ethno-cultural factors which are considered as an identity marker contribute the attitudes which, in turn, can be either overt or covert, towards different languages (Downes 2003: 64). I continue my discussion about identity related factors in the next section.

2.2 Language as an identity marker

Due to the spread of English all over the globe, the concepts of internationalization and identity are interesting phenomena. Historically a language has been considered “a foundational factor” in the light of “national identity” (Ferguson 2015) and, especially an individual’s mother tongue plays a significant role. This means that with a mother tongue a person has a possibility to express their emotions in many different ways (Leppänen et al.

2008: 407). They can, for instance, tell jokes or use strong language which is not necessarily possible with a foreign language due to a limited vocabulary or conventions an individual is not familiar with.

In addition to language there are also other factors related to identity, which might help to define one's role in society. The instrumental or constructivist approach suggests that identity can be defined through different social components, such as food, religious norms or even architecture, not to forget politics and political parties (Leung et al. 2009: 108-109, 129). Poststructuralists, in turn, foreground the importance of language by suggesting that language forms an individual's identity and with language one has a possibility to perform one's self (Baxter 2016: 36). Furthermore, people have a possibility to observe other individuals by listening to their way of speaking, which might express the individuals' geographical background, level of education, gender and even intelligence (Joseph 2004: 24).

According to the Collins English dictionary, *identity* "is who you are" or it is "the characteristics they [a person or place] have that distinguish them from others". The Oxford Dictionary of English defines the term *identity* as "the characteristics determining who or what a person or a thing is". Following Norton (2016) identity refers to "the way a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (p. 476, see also Laitinen 2017). The researcher connects languages with the term identity by proposing that languages are much more than words and idioms; they form a part of the "social practice in which identities and desires are negotiated [...]" (Norton 2016: 476).

Ushioda and Dörnyei (2009: chapter 1) discuss the "ideal self" which refers to the situation where people can identify what kind of knowledge is required in order to be fluent in a target language. They suggest that this notion is the driving force behind foreign language learning. The term identity refers also to notions such as social identity (as I mentioned above), community spirit and expertise (Leppänen et al. 2008: 29, 275; see also Leppänen et al. 2009: 127). This means that the purpose of a language, for example English, is to show that individuals belong to a certain specified group. Leppänen et al. (2008) mention as an example Finnish skateboarders who use their special English skateboarding related vocabulary in communication. All these different roles or "set of expectations" (Burke 2012: 114) people have in a community impact on individuals' attitudes and behaviour.

An interesting question is the concept of linguistic identity in relation to internationalization. Today, according to the Eurobarometer 2019 survey (European Commission 2019) 61 % of Finns consider themselves both Finnish as well as European and only 34 % of the informants consider themselves Finnish only. However, despite the sense of being both Finnish and European, the linguistic identity among citizens is straightforward. The results of the survey by Leppänen et al. (2009: 146) point out that Finns consider themselves as monolingual despite their good English language skills and their linguistic identity is related to the mother tongue. Furthermore, the researchers suggest that Finns' monolingual identity serves as a medium to strengthen citizens' national identity, although especially younger generations might consider that the English language is a part of their identity. This latter assumption is based on the vast use of English in youth culture (ibid. 149).

Despite of the strong role of the Finnish language in Finland, Finns value other languages too. According to the data by Mäkelä and Posti (2018), the English language is considered the most important language for the future but the next most significant is Russian before Swedish (p. 82). This is an interesting result if it is compared with the statistic regarding the popularity of foreign languages in comprehensive school settings (see section 2.5). Leppänen et al. (2009) suggest that Finns do not want to only acquire a foreign language (English), but also to sound like a native speaker of the language. This suggestion refers to a situation where the citizens' ideal is to adopt a foreign identity when communicating in English (p. 75, see also Ushioda & Dörnyei 2009).

2.3 The role of English in the globalized world

As I mentioned in the introduction, the English language has spread all over the world. One aim of my thesis is to find out the residents' attitudes towards the concept of internationalization in the light of the English language. The aim of this section is to discuss the role of English in the global sphere.

Due to modern technology, people have a possibility to contact people all over the world quickly and also find information about different cultures and traditions without travelling to a certain country. In order to share thoughts with people all over the world, people need a common language which is English very often. Fenyo (2006) uses the term "global English" (p. 240), which refers to the worldwide use of the language. This phenomenon is familiar in business and commerce where English is used as a tool for communication (Virkkula 2008).

The informants in the study by Leppänen et al. (2009) also reported that English is needed for international communication and the English language is considered by the informants as a basic skill every modern citizen in Finland should know. There are people who are not so active in using English, but especially younger generations use the language when surfing the Internet. Educated individuals also use English for research purposes (p. 77, 113).

The Internet is one medium by which the English language has spread all around the world. Dörnyei et al. (2006) use the term “language globalization” by suggesting that English is a part of our linguistic landscape today. I noticed this phenomenon during my survey two years ago in Kotka. Although the vast majority of the citizens in Kotka speak Finnish as their mother tongue (Kotka 2019), there are a large number of English signs and billboards throughout the city centre which indicates that the language is a visible part of the citizens’ everyday life (Virtanen 2017). Also, the wide use of English in the business world has strengthened its position among languages. Dörnyei et al. (ibid) use the term “linguistic hierarchy” (p. 7), when describing this linguistic phenomenon among international companies when a certain language is used more often in comparison to another one. This ideal is in line with the suggestion by Skutnabb-Kangas et al. (2009) when the researchers state that other languages are losing ground in the world due to the strong position of English. Leppänen et al. (2009) also reported this same result in their study about the dominance of the English language, but at the same time they state that English does not influence the domestic languages Finnish and Swedish to a great extent (p. 77). It is clear that different languages belong to our everyday life today and they are connected to “international world, to globalisation” and “European unification” (Phillipson 2003:5).

2.4 Language attitudes - the European perspective

Moving from the global sphere to Europe the aim of this section is to discuss how languages and especially English is considered from the European perspective.

The referendum regarding joining the European Union was arranged in October 1994 and 56.9 % of the citizens of Finland voted to join EU. After three months Finland joined the European Union on the 1st of January 1995 (European Commission 2019). This decision connected the country and its citizens closer to Europe, Europeans and their various languages, which play an important role in the European Union. The ideal of the EU is that its citizen are able to use some other language in addition to English and their mother tongue

(European parliament 2019, see also Gnutzmann et al. 2014). As a member, Finland also needs to follow the given rules and suggestions.

The English language is among the 24 languages which are considered official languages in the EU (Europe Information 2019). The status of English as a lingua franca, though, is different in comparison to Finnish in the European Union. Phillipson and Skutnabb-Kangas suggest that “English is so influential, and intimately connected to ongoing processes of Europeanization and globalization” that the language is “at the top of the hierarchy of ‘foreign languages’” (1997: 27-28; see also Dörnyei et al. 2006). From a European perspective, the role of English is interesting: for some it is a mother tongue and for others it is a foreign language. Block (2009) suggests that foreign language learners need to study not only the target language itself but also the culture the language relates to. This “intercultural competence”, which refers on one hand to individuals’ own culture and on the other hand the ‘foreign’ culture, is an important factor to cooperate with people from different cultures (p. 114, 118). This suggestion is consistent with the study by Leppänen et al. (2009) where they reported that Finns want not only to adopt a foreign language but also the culture that language is connected with (see section 2.2). However, due to the challenging task to learn several languages and familiarize oneself with many different cultures, English might serve as an efficient tool for communication. For example Gnutzmann et al. (2014) studied the role of English regarding a sense of identity among 1061 university students at the University of Braunschweig in Germany. The results indicate that most of the informants consider themselves as Europeans, but their identity is not connected to “language-based notions such as language diversity” but rather to different “ideas and symbols”. However, the students appreciate “the high communicative value” of the English language and they feel that the English language functions as “a unifying element” (p. 455).

Despite the dominant position of the English language in the global perspective, the following excerpt of the language policy of the European Union foregrounds also other languages (as mentioned above) and the importance of linguistic diversity among the Europeans:

As part of its efforts to promote mobility and intercultural understanding, the European Union (EU) has designated language learning as an important priority, and funds numerous programmes and projects in this area. Multilingualism, in the EU’s view, is an important element in Europe’s competitiveness. One of the objectives of the EU’s language policy is therefore that every European citizen should master two other languages in addition to their mother tongue. (European Parliament, 2019)

The aforementioned ideal of the EU is in line with Block's (2009) suggestion about the importance of intercultural competence. Despite the fact that the role of the mother tongue is important (as also Leppänen et al. 2009 found in their study), the excerpt suggests that also people in Finland should learn other languages in addition to the mother tongue in order to strengthen and maintain competitiveness and respect for other cultures as well as languages. However, Gnutzmann et al. (ibid.) reported that the informants of their study considered the European ideal of plurilingualism an unrealistic objective for all Europeans.

2.5 Language attitudes in the Finnish context

The previous sections concentrate on the language attitudes in a global sphere and on the European level and now I am moving to discuss language attitudes in Finland.

There are two official languages in Finland: Finnish and Swedish (Oikeusministeriö 2019). In addition to the official languages, people have an opportunity to learn also other languages, such as English and Russian in basic education, although there might be differences between the different areas in Finland. Although Finland is a bilingual country, the status of Swedish, especially among younger generation, is somewhat negative. The widely used term is "pakkoruotsi" (mandatory Swedish) which indicates that there are a large number of students whose attitudes towards Swedish might be negative (Saari 2005: 329, 330).

The Russian language, which is considered a foreign language in Finland, can be heard and seen more often in the Eastern part of the country due to the closeness of the Russian border. According to the survey by Mäkelä and Posti (2018), Finns consider Russian an important language in addition to English and German. Leppänen et al. (2009), in turn, reported that there are two foreign languages across Finland people encounter more often in their linguistic landscape; English and Russian. English can be seen even more often than Russian. However, the researchers state that people encounter foreign languages more in urban areas in comparison to rural ones (p. 46). When comparing Russian and Swedish (Mäkelä and Posti 2018), the Russian language was considered a more important language than Swedish in the Eastern and Western part of Finland, whereas Swedish was in higher position in the Southern, Central and Northern parts of the country. In addition, the researchers reported that there were differences between genders; male participants appreciated Russian more and female participants ranked Swedish "the third most important language after English and Finnish"

(p. 39). Also, according to the results there is a need for Russian language skills in some Eastern regions of the country (p. 73).

It seems that the status of English is different in comparison to Swedish in Finland. With effect from the year 2020 all first graders at comprehensive school begin to learn a foreign language, which is usually English due to its popularity among pupils. According to the Finnish National Board of Education (Opetushallitus 2019), 90 % of all the pupils prefer English over other foreign languages as their first L2 language. This means that the popularity of the other languages, such as German, French or Russian, has diminished in comprehensive school settings. As Sanna Karppanen, the Chairman of The Federation of Foreign Language Teachers in Finland SUKOL suggests, the reason is not only the popularity of the languages but also the availability of languages in school settings. Jorma Kauppinen from the Finnish National Agency for Education (OPH), in turn, suggests that there might be an assumption among some adults as well as children that people do not need any other foreign languages than English (see Blencowe 2017). This is an interesting phenomenon if it is compared with the survey by Leppänen et al. (2009) as well as that of Mäkelä and Posti (2018) where they reported that Finns appreciate also other foreign languages in addition to English. 90 % of the all informants in Leppänen et al. (2009) study or have studied foreign languages, which means that people consider that knowledge of languages is an important skill. Besides comprehensive schools, for example upper-secondary schools and adult education centres provide a vast amount of language courses throughout Finland (Opetushallitus 2019). It seems that learning languages is a popular leisure-time activity among adult citizens today.

The popularity of the English language is not a new phenomenon in Finland. It was already studied in the 1960's when the language gave a possibility to communicate with the "foreigners". This tendency lasted until the 1980's (Leppänen et al. 2008: 16). In the late 1990's Hyrkstedt and Kalaja (1998) conducted a survey among 80 college students. The purpose of the survey was to gather information about informants' attitudes towards English in a situation where they wrote response letters to a letter-to-the-Editor. 57 informants completed the task and one finding, which the researchers labelled under "the nationalist repertoire", was that "Finns speak foreign languages better than people in Southern Europe" (348, 352; see also Garrett 2010: 161). However, as Hyrkstedt and Kalaja stated, the purpose of the survey was not to present "true" (p. 348) attitudes towards English but to shed light on the way the informants responded to the given letter which argued against the extent use of

English in Finland. The researchers state that language attitudes are not “mental entities” only, but they are created in discourse (p. 356).

Today, the role of the English language has changed because it is not considered a medium of interaction only. People can encounter the language not only in their daily linguistic landscape, for instance in restaurants, in shops, in the media and on the Internet but also in the situations where the country’s official languages, Finnish and Swedish, would be a more appropriate option (as I discussed earlier). In Finland there are also company names which are completely or partially in English and this trend is considered a visible sign of internationalization. In addition, “glocal” expressions, i.e. company names which are a mixture of Finnish and English words, indicate something contemporary and trendy not only to locals but also to people from other cultures (Laitinen 2014: 65; see also Virtanen 2017).

Despite the strong position of English in Finland, peoples’ attitudes towards the language might vary. People are worried about the challenges related to the mother tongue due to the vast amount of different languages people encounter in their daily life. This worry can be seen in letters to the editor, which were published in the widely read Finnish newspaper *Helsingin Sanomat* in May 2019 (Kupiainen & Rönty 2019). For instance, the writer of one letter discusses the dominant role of the English language among children and teenagers in everyday written and spoken contexts, which the writer assumes diminish the use of the Finnish language. Furthermore, linguistic challenges among the children of multilingual families in early childhood education in the light of L1 [the first language] learning and the worry about qualified English teachers in comprehensive school settings were emphasized in the letters. As these newspaper texts show, the writers of the texts want to maintain their mother tongue but at the same time people’s ideal is to secure high-level English language education. Leppänen et al. (2009), in turn, propose that the dominance of English is not considered as a threat to the national languages (see section 2.2), but it is a medium which promotes mutual understanding between Finns and other nationalities. In addition, the respondents reported that the English language functions as a tool for communication with people with whom the Finns do not have any other common language.

Despite the need for a common tool for communication, the popularity of the English language can be explained rather through language education, internationalization and the changing working culture than the increased number of immigrants in Finland. Also, English is considered rather as a foreign language (EFL) than a part of the informants’ own linguistic

repertoire which means that the Finns consider themselves monolingual. However, the informants reported that English is an important language, which is needed also in the future even more than today (Leppänen et al. 2009).

3 Data and Methods

In this chapter, I introduce the questionnaire as well as the questions, the data collection process and the methods I used to analyse the data.

3.1 Questionnaire

An important part of the research was the questionnaire design. I considered that an electronic questionnaire would be the best option to reach the informants. Due to privacy measures not only in the data collection and analysing phase but also regarding the storage of the data, I issued the questionnaire by using an electronic program, *E-lomake*, which I received through the University of Helsinki.

I designed an electronic questionnaire (see Appendix 1), which consists of 13 items. 11 of these items are closed. In addition to the items regarding the informants' background, there are four items which concentrate on the English language and one about informants' language competence. Additionally, the respondents were asked to state their thoughts about the personal significance of the English language and the English language in comparison to the Russian language. The respondents had also a possibility to state their opinions about language education in Kotka. Some of the response options regarding the closed items were given by using a Likert scale. The options were as follows: strongly agree, agree, disagree, strongly disagree and do not know. All the other questions, excluding the open-ended, had various options and the informants' task was to choose the ones they considered the most appropriate by ticking a box.

In addition to the questionnaire I also issued a privacy statement (see Appendix 2). The purpose of that statement was to inform the informants of the aim of the survey, why and how the data are collected, the details about data protection and their rights as an informant. The privacy statement was available through a link at the top of the questionnaire before the first item.

As I mentioned in chapter 2 the study by Leppänen et al. (2009) forms a model for my study. My aim is to compare some of the results of the study by Leppänen et al. (2009) to the results of my study in the Kotka region. Therefore, the items number eight and ten in my questionnaire (see Appendix 1) are almost identical to the questions in Leppänen et al. (2009). The original questionnaire was in Finnish because most of the residents in Kotka speak Finnish as their mother tongue (Kotka 2019). I explain the purpose of the questions in detail below.

Items from 1-6 concentrate on the informants' background details. All the items are closed: informants were advised to state their answers by choosing one option from a given list by ticking a box. The purpose of item 1 was to find out informants' gender. They were given four options: male, female, other, and do not want to say. The purpose of item 2, in turn, was to define informants' age. I did not want to ask informants' exact age because there is a possibility that some individuals consider age a sensitive topic. Also, I wanted to ensure informants' anonymity. Thus, the options were as follows: 18-25, 26-35, 36-45, 46-55, 56-65, 66-75 and over 76 years of age. The 3rd item concentrated on informants' level of education. The given options were as follows: comprehensive school, vocational school, high-school graduate or studies at high school without graduation diploma, university of applied sciences, university, and a last category "other", which refers to education outside of the aforementioned institutions. In addition, the informants were given a possibility to give more detailed information if they answered "other".

The purpose of the 4th item was to define informants' employment status: whether they are employed, unemployed, students, seniors or "other" which refers to a situation outside all of the aforementioned options. The 5th item concentrated on informants' place of residence: whether it is Kotka, Hamina, Pyhtää or some other place. If the informants answered "other" they had a possibility to mention their residence by writing in a separate box. The purpose of the 6th item was to define informants' mother tongue. The given options were: Finnish, Swedish, English, Russian and "other". The informants were asked to choose the option by using a pull-down menu. Finnish and Swedish are the official languages of Finland and English is the most popular foreign language at schools in Finland. Due to this, the informants were given the aforementioned languages as response options. The Russian language was chosen due to the proximity of Russia from the Kotka perspective. If the respondents reported "other", they had a possibility to give more detailed information.

Item 7 concentrated on respondents' self-reported language competence excluding mother tongue. In addition, they were asked to evaluate their level of proficiency. The languages were: English, Russian, French, German, Swedish, "other 1", "other 2" and "other 3". Again, if they answered "other", they were advised to specify their answers. The levels of language competence were: basics, passable, good and excellent. However, if they did not know any other language in addition to their mother tongue, they were advised to skip the question. After the demographic and language skills questions, the rest of the questions concentrated on

attitudes towards the English language. In addition, there were two attitude related questions related to the Russian language.

Following Leppänen et al. (2009), the 8th item concentrated on the significance of English in the informants' life. There are nine statements, which are presented as a bullet point list. The informants were advised to choose the best possible option on a Likert scale. The statements were as follows:

- 1 Young must know English
- 2 People of working age must know English
- 3 Elderly must know English
- 4 The spread of English in Finland is a threat to our own languages
- 5 Finns can be international without knowing English
- 6 Finns must know other languages in addition to English
- 7 English skills are overrated
- 8 All companies in Finland must offer services also in English
- 9 English is more useful in comparison to Russian.

In addition, the respondents were asked to report about the significance the English language has to them personally.

Item 9 is open-ended. The informants were asked to give reasons for their answers regarding the statement "English is more useful in comparison to Russian", which was presented under item 8.

Following Leppänen et al. (2009), item 10 concentrated on English as an international language. There are five statements, which are presented as a bullet point list. The informants were asked to choose the best possible options on a Likert scale. The statements are as follows:

- 1 English is displacing other languages in the world
- 2 English language skills should become more common in the world
- 3 English is the language of advancement
- 4 English skills add to mutual understanding on a global level
- 5 To be up-to-date, people must be able to function in English.

Item 11 concentrated on English language learning. The informants were asked to complete a sentence beginning "Learning English is important because....". In addition, they were given seven statements which are:

- 1 ...people with English language skills might have better job opportunities
- 2 ...I need English when I am working
- 3 ...I need English when I am studying
- 4 ...I need English when I am surfing the Internet
- 5 ...I need English when I am travelling abroad
- 6 ...people do not necessarily understand Finnish
- 7 ...service providers (such as shops, restaurants etc.) use English in their communication
- 8 ...positive images of the city are associated with residents with language skills
- 9 ...Kotka is an international city
- 10 ...a large number of tourists visit Kotka.

The informants' were asked to choose the best option on a Likert scale by ticking a box next to every statement.

Item 12 concentrated on the informants' identity in the light of English. They were asked to complete the sentence "Knowing English makes me feel...." with the following optional endings:

- 1 ...proud of myself
- 2 ...that I am European
- 3 ...that I am international
- 4 ...that I am an outsider
- 5 ...ashamed of myself
- 6 ...that I am modern.

The informants were asked to evaluate the aforementioned statements on a Likert scale.

In addition, there was an open-ended section at the end of the questionnaire where the informants were given the possibility to share their thoughts about language learning in Kotka. Some of the informants wrote comments, but those comments are not presented in my thesis because they did not provide additional information regarding my study.

3.2 Data collection process

In order to find a relevant channel to issue the questionnaire, I contacted the communications department of Kotka city through the e-mail address I found on the *Merikaupunki Kotka* Facebook page. The aforementioned page is the official social media channel of the city of Kotka with over 11 000 followers. In my e-mail I introduced the topic and explained that

there is no prior study available about language attitudes which concentrates on the Kotka region only. In addition, I pointed out that my research would offer interesting information for the *Kotka 2025* strategy (see chapter 1). The permission for conducting this survey on the *Merikaupunki Kotka* Facebook page was given by the liaison manager of Kotka.

Before the survey I piloted the questionnaire twice: First, with one informant and after that with three informants, who are either current or previous residents of Kotka or the neighbouring towns. These piloting phases provided important information and helped me to make some corrections in the questionnaire. The final questionnaire was published on the *Merikaupunki Kotka* Facebook page on the 13th of May. My goal was to receive 100-150 responses through that Facebook page. I considered that due to the number of followers the site would be a good channel to reach an appropriate audience.

At first, I received 53 responses between 13th and 19th of May. In order to find more informants, I contacted the administrator of the *Visit Kotka-Hamina* Facebook page because it is the official page of Kotka and the neighbouring areas; Hamina, Pyhtää, Virolahti and Miehikkälä. The site is administered by one local company in Kotka. However, I was informed that it is not possible to publish my questionnaire on that page, but my questionnaire will be published through the company's own channels.

Due to the low number of informants in the light of my personal objectives, I also contacted one of the administrators of the Facebook page *Puskaradio Kotka 2.0*. It is an unofficial information and discussion channel for residents in the region who are interested in local news. The page has only 5000 followers while the *Merikaupunki Kotka* Facebook page has over 11 000 followers. I received 203 responses in total during the six weeks the questionnaire was online.

3.3 Methods of collecting and analyse the data

This research was a cross-sectional, mixed method case study with quantitative and qualitative elements. Most of the items in the questionnaire were closed and part of them were scaled by using a Likert scale. In addition to the closed items, there were also two open items which gave the informants the possibility to add personal comments. Although most of the questions were closed, my purpose was not to do statistical analysis.

I decided to collect the data by using an “online data collection method” (Dörnyei & Taguchi 2010: 69) because I considered that it would be the best and most effective way to reach informants in the Kotka region. It is a less time-consuming method in comparison to, for example, traditional mail surveys (for more information see *ibid.* 65). The informants self-selected to participate in my study. In addition, some of the informants were recruited by myself by using “snowball sampling” (*ibid.* 61) because I asked a few people to participate in my research and to spread the message about the survey as well.

In total there were 206 responses (3 responses during the piloting phase + 203 responses during the final survey), but due to a few double responses I had to leave three responses out. I noticed this during the analysing phase when I went through all the answers. I transferred the data from *E-lomake* (E form) into Excel and calculated the results as well as made the graphics. The open items were analysed thematically.

For some reason, some of the informants whose mother tongue (item 6) was marked as either Finnish, Swedish or Russian also evaluated their language proficiency regarding the aforementioned languages under item 7, although the purpose was to report the languages in addition to mother tongue only. Due to this misunderstanding during the answering phase, I left some of the responses out of the account regarding the item 7 as follows: 39 informants who reported that their mother tongue is Finnish with excellent language skills, two informants whose Finnish language skills are good, one informant whose Finnish language skills are basic and three informants whose mother tongue is Russian and their Russian language skills are excellent.

I studied the informants with a vocational degree and with a university of applied sciences diploma more closely because the results indicate that these two groups are the largest in the “level of education” category (see section 4.1). In addition, I compared males to females and 18-25 year-olds to 46-55 year-olds. I decided to compare these two groups by age because the number of respondents is almost equal; there are 33 informants who belong to the group of 18-25 year-olds and 38 informants who belong to the group of 46-55 year-olds. The number of the oldest respondents (n=3) is so limited that it would not provide relevant information. Also, the number of the informants of the group of 56-65 year-olds (n=23) is smaller than that of 46-55 year-olds. However, I did not compare all the details but only those I considered the most relevant.

4 Analysis

This chapter introduces the results question by question, but the order does not follow the questions in the survey completely. I begin by discussing demographic factors, such as gender, age, place of residence and so on. Then I continue with more detailed results regarding attitudes towards the English language and also compare some results for the different items. The results of the open questions regarding the English language and the Russian language are reported after the results of the closed questions (see sections 4.6 and 4.7).

4.1 Background information of the informants

The aim of the first five items was to find out the informants' background information. The first item concentrated on gender. The vast majority of the informants are female (157 individuals), whereas the number of the male informants is 44. Only two informants did not want to express their gender and no-one reported "other". Based on the result, female participants were more active to participate in the survey.

The aim of the second item was to find out the informants' age range. According to the results the age range varies between 18 and over 76 years of age. The biggest group by age is the informants who are between 36 and 45 years of age (26 %). Overall, informants between 18 and 45 years of age were more active participating in this survey in comparison to informants from 46 years upwards because 132 out of 203 respondents (65 %) are between 18 and 45 years of age (see Figure 1).

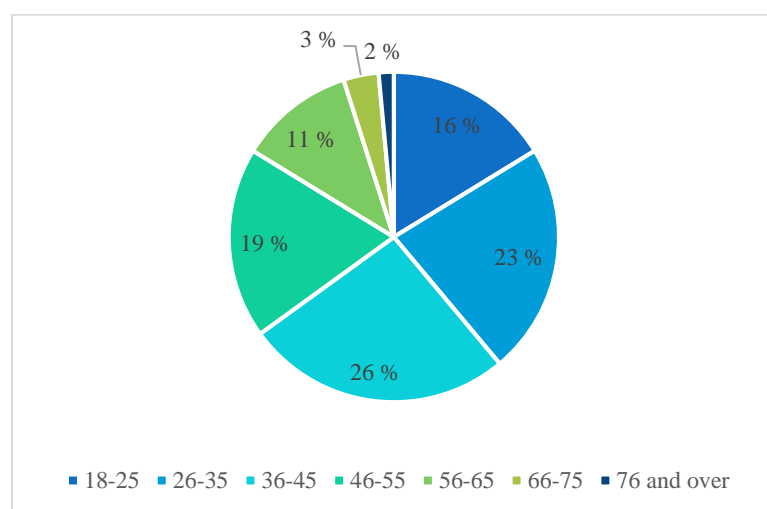


Figure 1 Age range of the informants

The purpose of the third item was to define participants' level of education. In addition, the informants had a possibility to specify their education in the “other” section (see Figure 2).

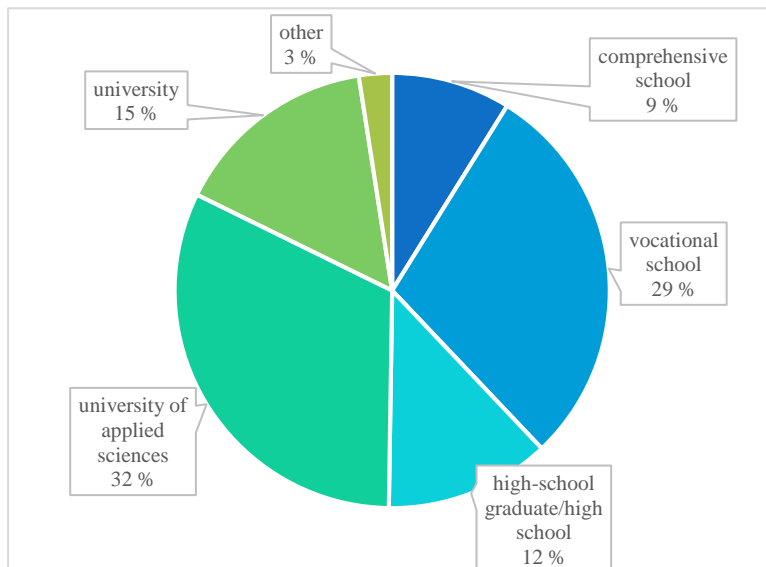


Figure 2 Education of the informants

Eighteen respondents (9 %) have a comprehensive school diploma. 59 (29 %) have completed vocational school, 25 (12 %) are high-school graduates or have done their matriculation examination, 65 (32 %) have a university of applied sciences diploma, 31 (15 %) have a university degree and 5 (3 %) informants answered “other”. I noticed that the informants had also specified their education more closely if they have other degrees in addition to, for instance, studies at a vocational school or at a university. According to the results, the two most common levels of education are degree at a university of applied sciences and degree at a vocational school (see Figure 2 above).

Item 4 concentrated on the participants' current employment status: whether they are either employed, unemployed, student, pensioner or other. According to the results the majority of the informants (64 %) are employed and only 3 % reported that they belong to the “other” category (see Figure 3).

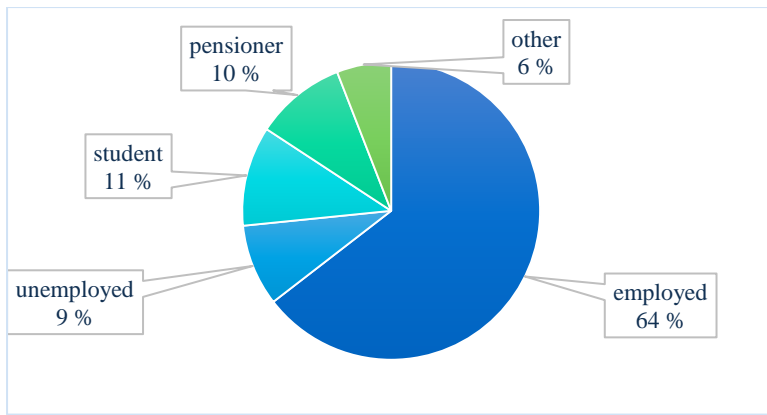


Figure 3 Employment status of the informants

Item 5 concentrated on the informants' place of residence: whether it is Kotka, Hamina, Pyhtää or some other place. Hamina is a small town about 25 kilometres from Kotka to the east, whereas the municipality of Pyhtää is situated in the opposite direction about 25 kilometres from Kotka towards Helsinki. Based on the survey area and the channels through which I decided to gather the data, my assumption was that the vast majority of the informants would live in Kotka.

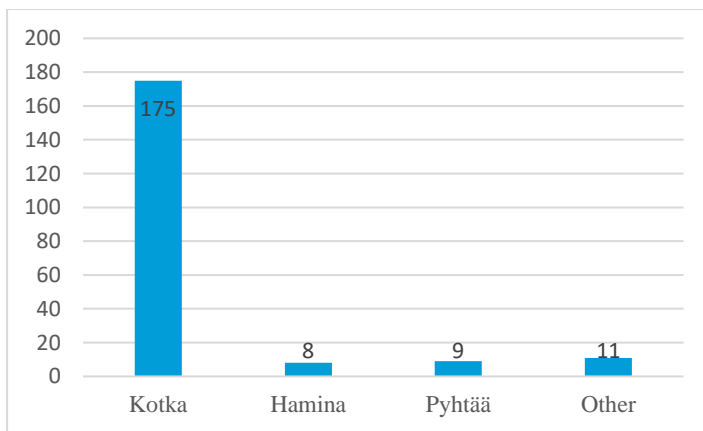


Figure 4 Place of residence

After analysing the data, it can be seen that this assumption is correct (see Figure 4). 175 respondents live in Kotka, 8 live in Hamina, 9 in Pyhtää and 11 have residence in other towns or cities or even in other countries. These other places of residence are: Asikkala, Hyvinkää, Klamila, Kouvola, Miehikkälä, Vantaa, Tallinn in Estonia, Spain, and Central Europe. Even though some of the informants live quite far from Kotka, I believe that the respondents have connections to the area due to their interest to follow the local Facebook pages. Some of the informants who reported that their place of residence is Kotka even mentioned that they live there part time only. However, the number of people who live outside of Kotka, Hamina,

Pyhtää, Klamila, Kouvola and Miehikkälä is limited (2.9 %) and thus does not influence the results to a great extent.

4.2 Reported language skills

Item 6 concentrated on the informants' mother tongue. The vast majority of the informants (n=193) reported that their mother tongue is Finnish, whereas four of them speak Swedish and five speak Russian as a mother tongue. No one reported that their mother tongue is English. One respondent reported "other", which is Japanese (see Figure 5).

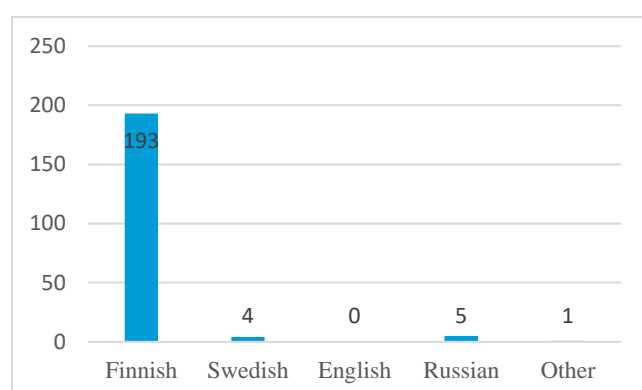


Figure 5 Informants' mother tongue

The purpose of the 7th item was to find out the informants' other language skills based on their self-evaluation (see Table 1). The given options were described in section 3.1. If the respondents did not have any other language skills in addition to their mother tongue, they could pass the question.

	Basics	Passable	Good	Excellent	Total number
English	12	31	71	83	197
Russian	50	6	2	3	61
French	28	10	0	1	39
German	45	25	5	1	76
Swedish	65	75	34	2	145
Finnish	0	0	4	4	8

Table 1 Language proficiency in addition to mother tongue

The numbers in the columns refer to the number of informants who have some competence in the language. The total number of the informants who know the language is presented in the last column.

According to the results the residents' language competence is versatile (see Table 1 above). In total 197 out of 203 informants (97 %) reported that they have proficiency in English, which means that only 6 informants do not know English. The informants without English competence also reported that they do not know any other foreign language either. 83 evaluated that they have excellent English language skills which is 42 % of the participants who know English and 71 informants (36 %) reported that they have good English language competence. Also, 61 participants know Russian, 39 participants know French, 76 participants know German and 145 participants know Swedish. The vast majority of the informants with Russian language competence (82 %) reported that their language proficiency is at the basic level.

In addition to these six languages, informants had a possibility to report if they know any other languages. According to the data, they know many other languages (see Appendix 3). Furthermore, one participant informed that they know Finnish sign language, but language proficiency was not reported.

4.2.1 Educational background in relation to English

I was interested to know informants' attitudes towards English and also their opinions about language education (see chapter 1). In this subsection my purpose is to find out whether there are any differences regarding the informants' English and Russian competence in relation to their educational background. The two largest groups in the light of education are informants who have graduated from a vocational school (29 %) and informants who have graduated from a university of applied sciences (32 %) (see Figures 6 and 7).

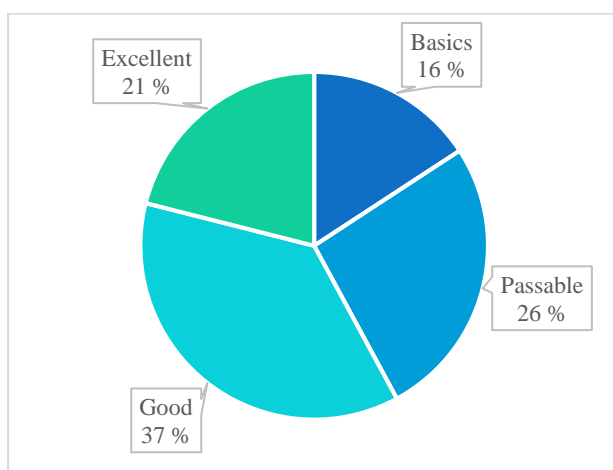


Figure 6 Self-reported English competence / vocational degree

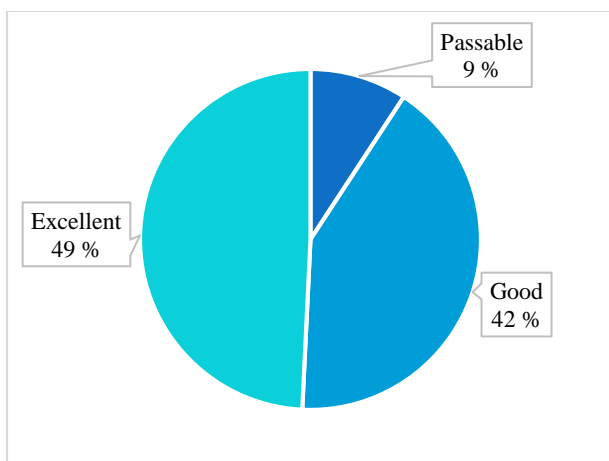


Figure 7 Self-reported English competence / university of applied sciences degree

The data shows that 21 % of the informants with a vocational education reported that they have excellent proficiency in English whereas 49 % of the informants with a university of applied sciences degree reported that their English language skills are excellent. When analysing the data of informants with good English language skills, it can be seen that the difference is smaller in comparison to the informants who reported excellent skills: 37 % of the respondents with vocational education and 42 % of the participants with university of applied sciences degree reported that they have good proficiency in English. Interestingly, 26 % of the informants with vocational degree evaluated that their proficiency in English is at a passable level and 16 % evaluated that they know the basics about English. 9 % of the informants with university of applied sciences degree reported that their English language skills are at a passable level and no-one reported that they know only the basics in English.

In addition to English I also wanted to analyse the aforementioned informants' reported Russian language skills due to the proximity of the Russian border.

4.2.2 Educational background in relation to Russian

In total 61 informants reported that they have proficiency in Russian of whom 13 have graduated from vocational school and 23 have a university of applied sciences degree. The vast majority of these informants reported that their proficiency in Russian is at a basic level. However, according to this study it is difficult to state whether their English and Russian language skills are based on their education only (see Figures 6, 7, 8 and 9).

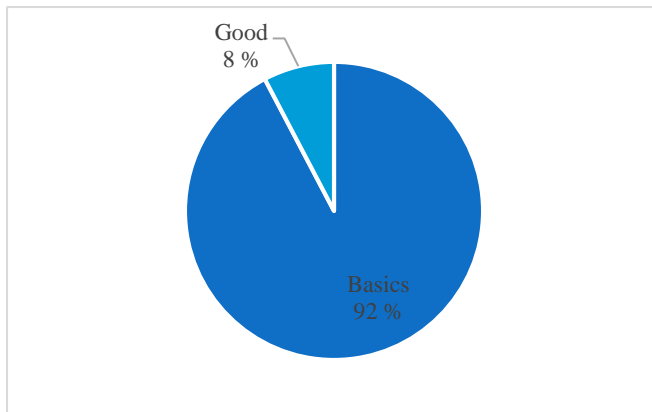


Figure 8 Self-reported Russian competence / vocational degree

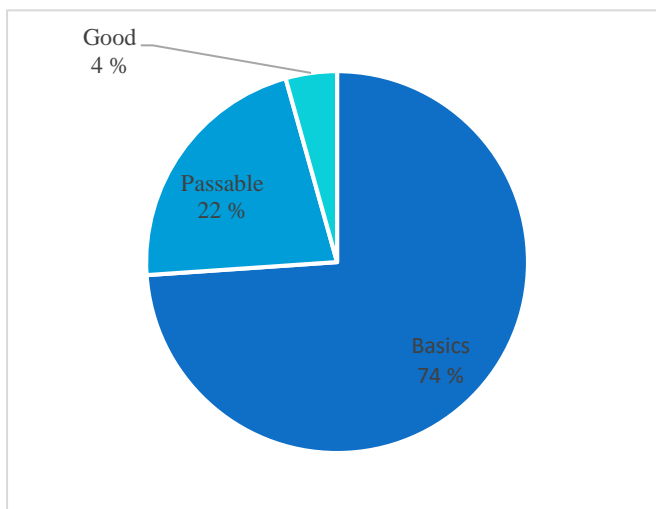


Figure 9 Self-reported Russian competence / university of applied sciences degree

After the demographic details and the language competence related items, the next items concentrated on the English language and the Russian language in informants' life. However, the main emphasis is on the English language.

4.3 Significance of English

Following Leppänen et al. (2009) the aim of item 8 was to define the significance of English among the informants. The data shows that there are a few informants who did not respond all the statements. I believe that the reason might be rather accidental than intentional and I assume that such mistakes do not influence the results to a great extent. In the following, I

will report the findings about the significance of English among informants. There are nine statements and informants answered by using a Likert scale.

The results regarding the informants' open comments about the significance of the English language are presented in section 4.7.

4.3.1 English language skills among three different age groups

According to the results the informants are almost unanimous that the young must know English. As can be seen in Figure 10 below, 200 respondents consider the ability to use the English language important and only three respondents either disagreed or strongly disagreed with the statement “[y]oung people must know English”. This result is consistent with the next statement “[p]eople of working age must know English”. Only ten informants did not consider English language proficiency valuable. Leppänen et al. also found in their study that according to Finns, the young and working age population must know English (2009: 228).

The next statement “[e]lderly people must know English”, in turn, is very interesting because the results in my study are twofold. In total 103 informants out of 200 (51.5 %) either agreed or strongly agreed with the notion that also elderly people must know English and 93 informants (46.5 %) either disagreed or strongly disagreed with the statement. Only four individuals reported that they do not know. Leppänen et al. (ibid.) found that only 23.2 % of their respondents agreed or strongly agreed with the statement about senior citizens' English proficiency.

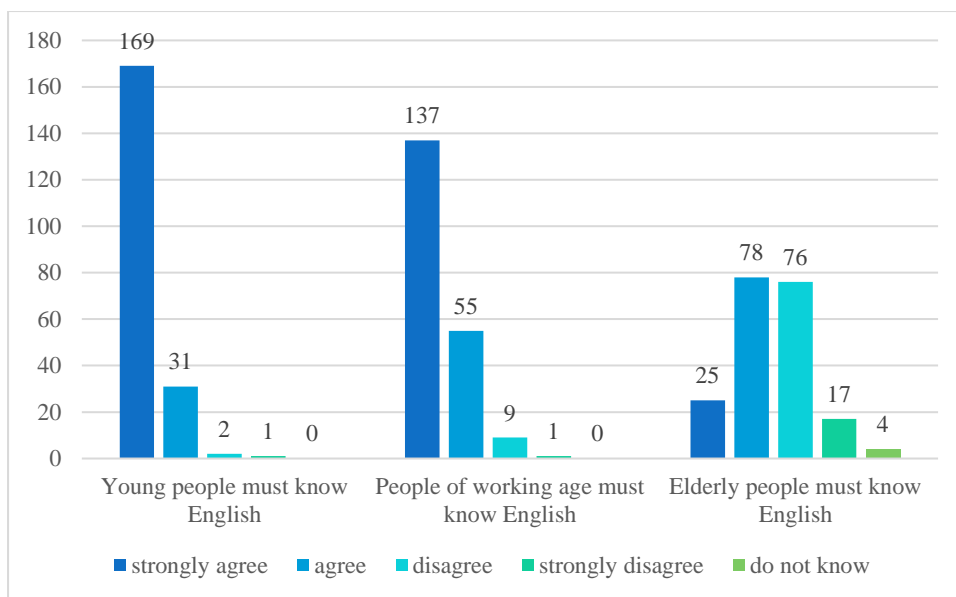


Figure 10 Desirability of English language skills according to three different age groups

When analysing the responses of the informants to the given statements in the light of their gender: “[y]oung must know English”, “[p]eople of working age must know English” and “[e]lderly people must know English”, their opinions seems to be similar. Both genders, male and female, consider proficiency in English an important factor among the younger generation and population of working age. Interestingly, there are also no great differences between the two when analysing the informants’ views about senior citizen’s English proficiency. Approximately half of both groups consider that seniors also have to know English, whereas the other half consider that senior citizens do not have to know English.

After analysing the data more closely for specific age groups (18-25 years of age and 46-55 years of age; see Figures 11 and 12) it can be seen that the informants consider English language skills an important factor among the young as well as among the population of working age. The result regarding senior citizens’ English language skills is interesting. 25 informants who belong to the age group of 18-25 year-olds either agreed or strongly agreed that also senior citizens must know English. The result of the age group 46-55 year-olds is not straightforward because 17 respondents either agreed or strongly agreed with the statement and 19 respondents either disagreed or strongly disagreed with the statement. Furthermore, two informants from the latter age group did not react the statement.

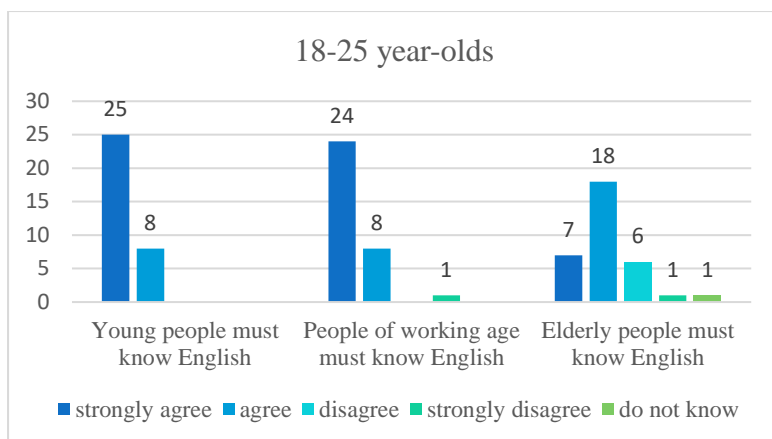


Figure 11 Desirability of English language skills according to 18-25 year-olds

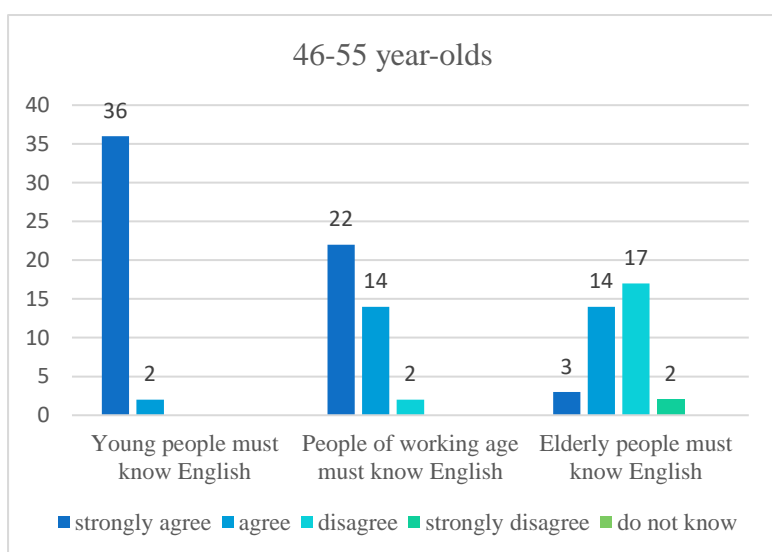


Figure 12 Desirability of English language skills according to 46-55 year-olds

In this section I presented the opinions regarding desirability of English language competence among three different age groups: the young, working-age population and the seniors. In the following section I concentrate on the influence of English on Finland's domestic languages.

4.3.2 English as a threat to domestic languages

The concern regarding the widespread use of English in Finland is a burning topic (see chapter 1). Due to that I was interested to know whether the informants of my study feel that English would impact our domestic languages negatively.

Only 28 respondents, which is 14 % of the respondents who answered the question (n=201), considered that English impacts the domestic languages negatively. This result is in line with

the study by Leppänen et al. (2009) which reported that 17.8 % of their informants considered the English language as a threat to the domestic languages.

Similar results can be seen after analysing the answers of the two selected age groups. There are no great differences between the two: the vast majority of the informants do not feel that the use of the English language would threaten the national languages of Finland (see Figures 13 and 14).

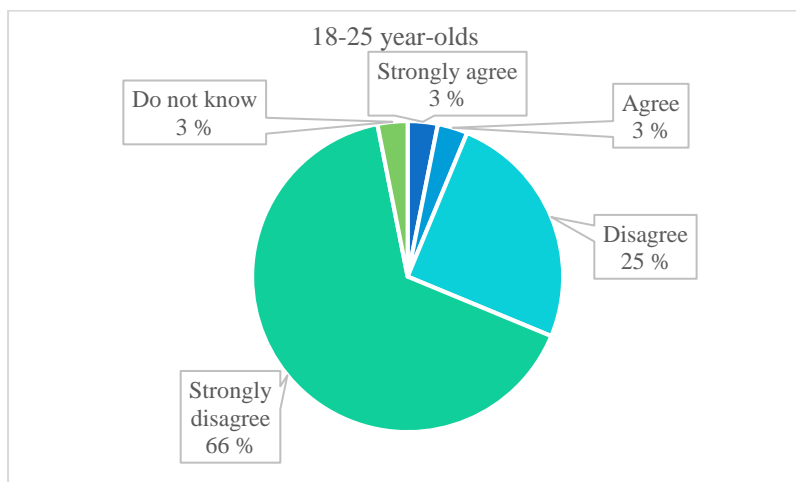


Figure 13 Spread of English is a threat to domestic languages (18-25 year-olds)

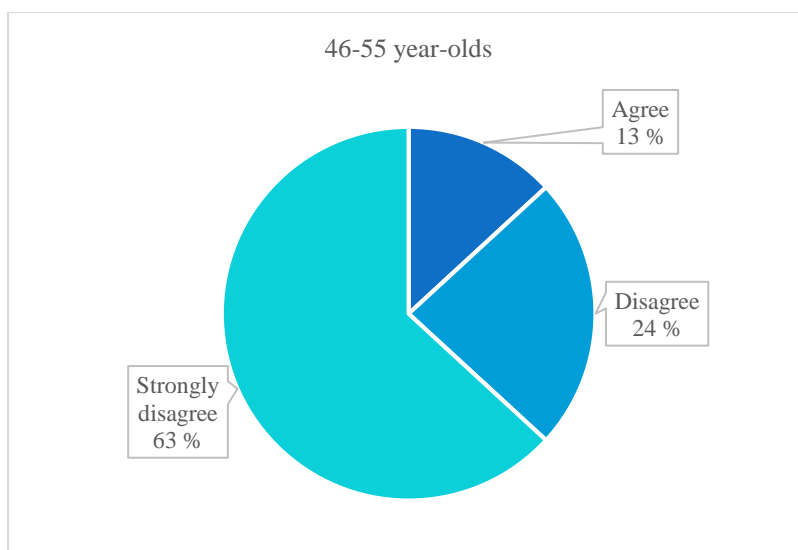


Figure 14 Spread of English is a threat to domestic languages (46-55 year-olds)

These results seem to be consistent with the results by level of education (see Figures 15 and 16). Again, I observed more closely only the informants with a vocational and a university of applied sciences degree due to the number of individuals in those groups. According to the data, there are no great differences between the two groups. In total 10 % of the informants with a vocational degree reported that they either agreed or strongly agreed with the statement “[t]he spread of English in Finland is a threat to our own languages”, whereas the respective figure for the informants with a university of applied sciences degree is 14.

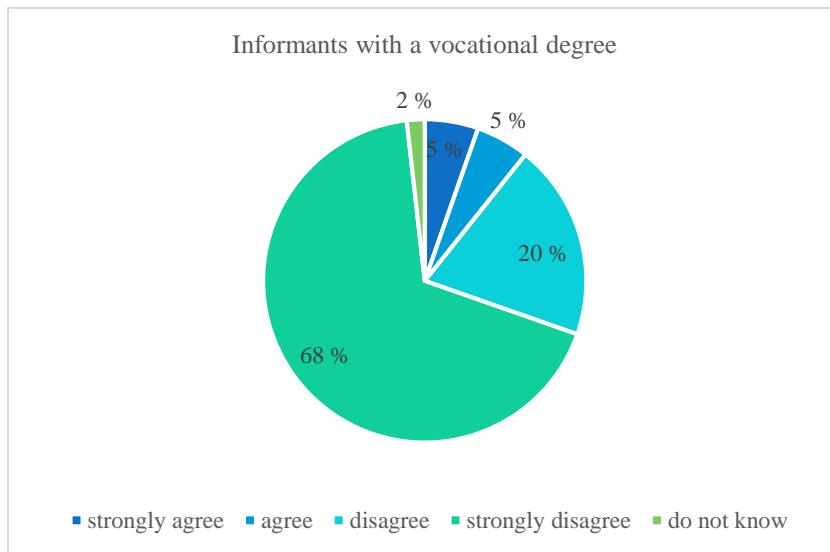


Figure 15 English is a threat to domestic languages (vocational degree)

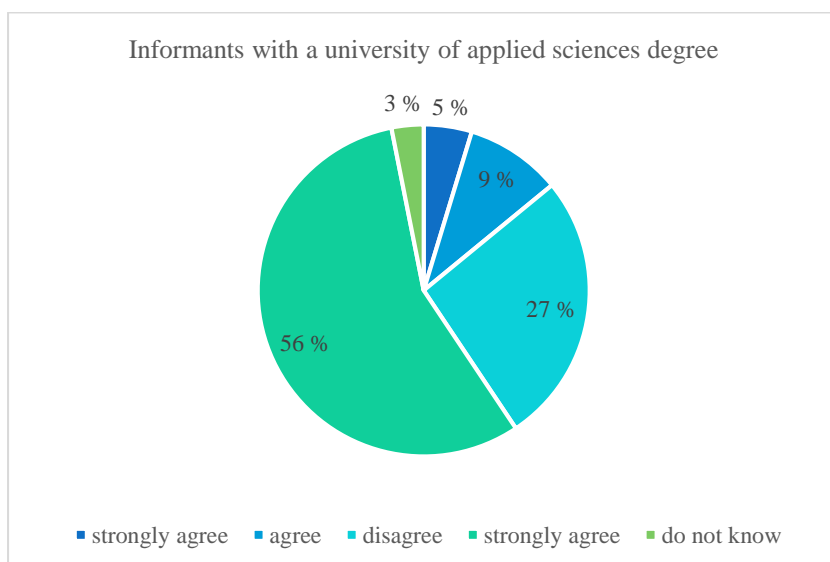


Figure 16 English is a threat to domestic languages (university of applied sciences degree)

After the results regarding English as a threat to Finland’s domestic languages, I present how the English language influences on the informants’ sense of being an international person.

4.3.3 The sense of being an international person

I was interested to know how the informants consider internationalization in the light of English language (see research question 3). I report the results regarding the notion under the following subsection 4.3.3.

The fifth statement “Finns can be international without knowing English” concentrated on the relation between the English language and the sense of being an international person (see Figure 17). According to the results, the informants consider that being an international person is related to English language skills. 126 respondents out of 203, which is 62 % of the informants, either disagreed or strongly disagreed with the statement and 74 respondents out of 203, which is 36 % of the informants either agreed or strongly agreed with the statement. The result indicates that the English language is seen an important tool which unites people all over the world. Leppänen et al. (ibid.), in turn, found that almost half of the informants (49.8 %) consider that Finns can feel international without knowing English. It seems that the informants of my study connect the English language with the sense of being an international person more often in comparison to the whole population in Finland.

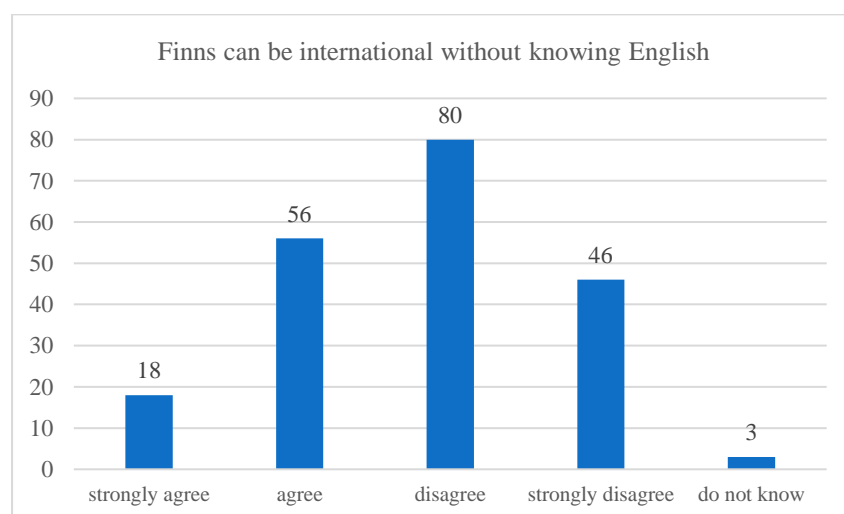


Figure 17 Proficiency in English and the sense of being an international person

When comparing the informants who belong to the group of 18-25 year-olds to the group of 46-55 year-olds it can be seen that there are no great differences between the two (see Figures 21 and 22). More than a half of the informants of both groups consider that proficiency in English is connected with sense of being an international person.

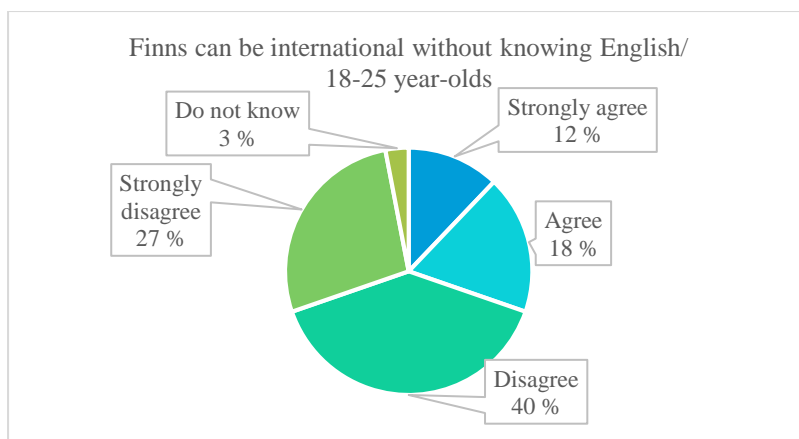


Figure 18 Proficiency in English and sense of being an international person (18-25 year-olds)

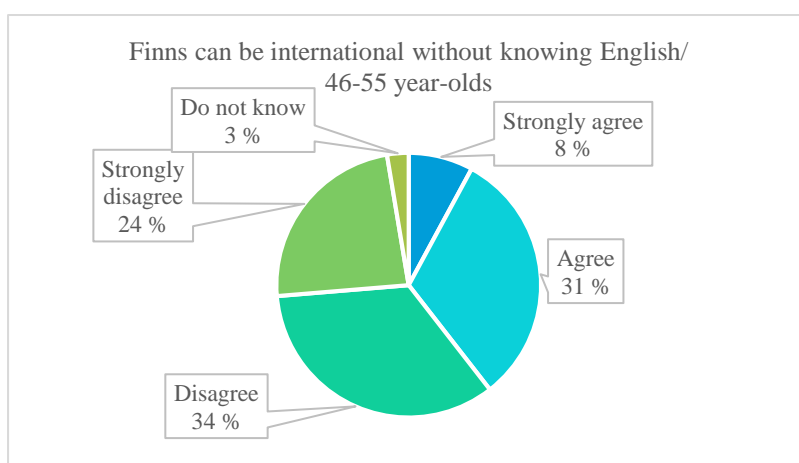


Figure 19 Proficiency in English and sense of being an international person (46-55 year-olds)

In this section I presented the results regarding the informants' identity in the light of internationalization in relation to English language competence. In the following section, I discuss the results regarding the importance of foreign language competence.

4.3.4 The importance of foreign language competence

Also, my purpose was to find out the motivational factors behind language learning in Kotka (see research question 2). Therefore, the following statements were presented to the informants.

Language competence, not only English but also other foreign languages, is considered an important ability by the informants. 55 % of them either agreed or strongly agreed with the statement "Finns must know other languages in addition to English". However, 84 (41.5 %) informants do not consider that Finns need other foreign languages in addition to English. Only six informants could not express their opinion about the statement. In addition,

one respondent did not react to the statement at all. This result is somewhat in line with the study by Leppänen et al. (ibid.). They reported that 66.8 % of the informants either agreed or strongly agreed with the statement, which means that the population in the whole of Finland believe more often that proficiency only in English is not satisfactory in comparison to the results of my study.

After the results of informants' opinions regarding the importance of foreign language skills, I move on towards the results regarding the value of English among informants and how they considered the need of English speaking services in all companies in Finland.

4.3.5 The value of English competence and English speaking services

The next statement suggested that “English skills are overrated”. The data shows that the informants do not consider that English language skills are overrated because only 32 informants out of 202, which is 15.8 % either agreed or strongly agreed with the statement. Leppänen et al. (2009) reported that 34 % of their informants agreed or strongly agreed with this statement. There is a big difference between the percentages in my study and in Leppänen et al. However, these results indicate that the informants who feel that English language competence is overrated are in minority.

The statement “[a]ll companies in Finland must offer services also in English” is interesting because 95 respondents (47.5 %) agreed or strongly agreed with this statement, whereas 100 informants (50%) disagreed or strongly disagreed with the statement. Only 5 respondents reported “do not know” and 3 individuals did not react the statement at all. The majority of the respondents in Leppänen et al. (ibid.) considered that companies do not have to provide services in English because 38.8 % of their informants reported that also English-speaking services are needed in all companies in Finland. The percentage of those who would like to have English speaking services in companies in Finland is bigger in my study in comparison to the results in Leppänen et al. (ibid.).

In addition to English I was interested to find out the informants' beliefs regarding the Russian language in comparison to the English language. My hypothesis was that people in Kotka and in the neighbouring areas might consider Russian an important language due to the proximity of the Russian border.

4.3.6 The use of English in comparison to Russian

The last statement in this section “English is more useful in comparison to Russian” compared the importance of English with Russian in the informants’ everyday life. This statement deviates from the statement in the survey by Leppänen et al. (2009) where they compared English to Swedish. According to my data (see Figure 20), the vast majority of the informants considered the English language more useful in comparison to the Russian language. 115 informants out of 201 strongly agreed with the statement “English is more useful in comparison to Russian” and 56 informants agreed with the statement. Only 19 informants considered Russian more useful.

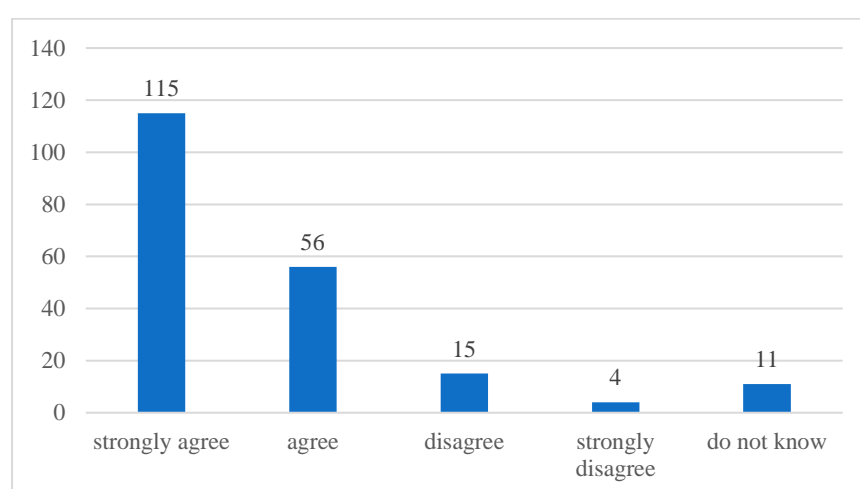


Figure 20 English is more useful in comparison to Russian

The informants’ open comments regarding the statement “English is more useful in comparison to Russian” are presented in the chapter 4.8 (see item 9 in my questionnaire).

The following section 4.4 which concentrates on English as an international language, provides information regarding the informants’ attitudes towards English (see study question 1).

4.4 English as an international language

Following Leppänen et al. (2009), the purpose of item 10 was to determine the informants’ opinions about English as an international language (see Figure 21). There were five given statements which follow the statements of Leppänen et al. (ibid.):

- 1 English is displacing other languages in the world
- 2 English skill should become more common in the world
- 3 English is the language of advancement
- 4 English skills add to mutual understanding on a global level
- 5 To be up-to-date, people must be able to function in English

The informants were asked to choose the most appropriate on a Likert scale. I below compare the results of the study by Leppänen et al. (ibid. p. 70) with the results of my research.

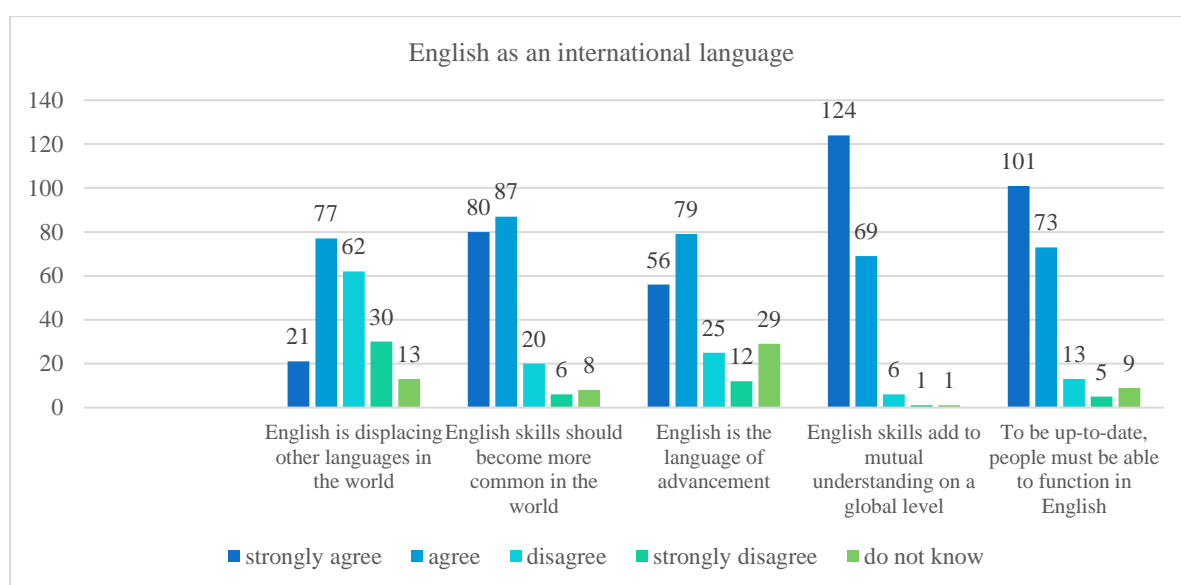


Figure 21 Informants opinions about English as an international language

4.4.1 The effect of English on languages

The first statement in this section suggested that “English is displacing other languages in the world” (see Figure 21). According to the results, 98 informants out of 203, which is 48 % of the respondents believe that the English language will displace other languages whereas 92 informants (45 %) do not believe that this will happen. 13 informants answered that they do not know. This means that the issue is not straightforward and it has divided the informants of my study. The result of the study by Leppänen et al. (ibid.) is clearer because 60.3 % of their informants agreed or strongly agreed with the statement.

4.4.2 English language skills in the world

The results for the next statement “English skills should become more common in the world” (see Figure 21) are clear because the vast majority, which is 167 informants (83 %) out of 201, consider that people should learn English all around the world. Only 26 informants either disagreed or strongly disagreed with the statement. When comparing my results with those in Leppänen et al. (ibid.) it can be seen that they also found that people should learn English all around the world. In total, 59.9 % of their informants either agreed or strongly agreed with the statement. The data shows that the percentage of those who either agreed or strongly agreed with the statement is bigger in my study in comparison to that in Leppänen et al. (ibid).

4.4.3 English language skills and advancement

The results for the next statement “English is the language of advancement” (see Figure 21) are also clear: more than two thirds of the informants (135 out of 201, which is 67 %) believe that the English language is connected with the concept of advancement. This result highlights the importance of the language. Leppänen et al. (ibid.) reported that the informants of their study do not see the connection between English and the concept of advancement so clear: less than a half (46.7 %) of the informants either agreed or strongly agreed with the statement.

4.4.4 English as a tool for mutual understanding

The results for the fourth statement in this section “English skills add to mutual understanding” (see Figure 21), are in line with the study by Leppänen et al. (ibid.). Almost every participant, which is 193 out of 201 (96 %), either agreed or strongly agreed with the idea that with the help of the English language people have a possibility to increase mutual understanding in the world. The percentage in the study by Leppänen et al. (ibid.) is almost as high as mine because in total 90.1 % of their informants either agreed or strongly agreed with this statement.

4.4.5 Being up-to-date with English

The last statement, which suggests that “[t]o be up-to-date, people must be able to function in English” (see Figure 21), seems to be straightforward. 86.5 % (174 informants out of 201) agreed or strongly agreed with this suggestion. 9 informants, which is 4 % of the informants responded that they “[d]o not know”. Leppänen et al. (ibid.) reported that 74.1 % of their informants agreed or strongly agreed with the statement. These results are clear evidences that English is considered a salient tool for communication today.

This section introduced the results regarding English as an international language. In the following I discuss the results regarding English language studies.

4.5 English language studies

One of my research questions was “[w]hat are the informants’ motivational factors behind language learning” (see chapter 1) and therefore the aim of this section was to find out informants’ reasons for learning the English language. There were 10 statements in this item. Figure 22 shows only the statements that the informants reported are the clearest reasons. This means the figure only presents the statements where the number of “strongly agree” responses is 100 or above. In all, there were 10 statements.

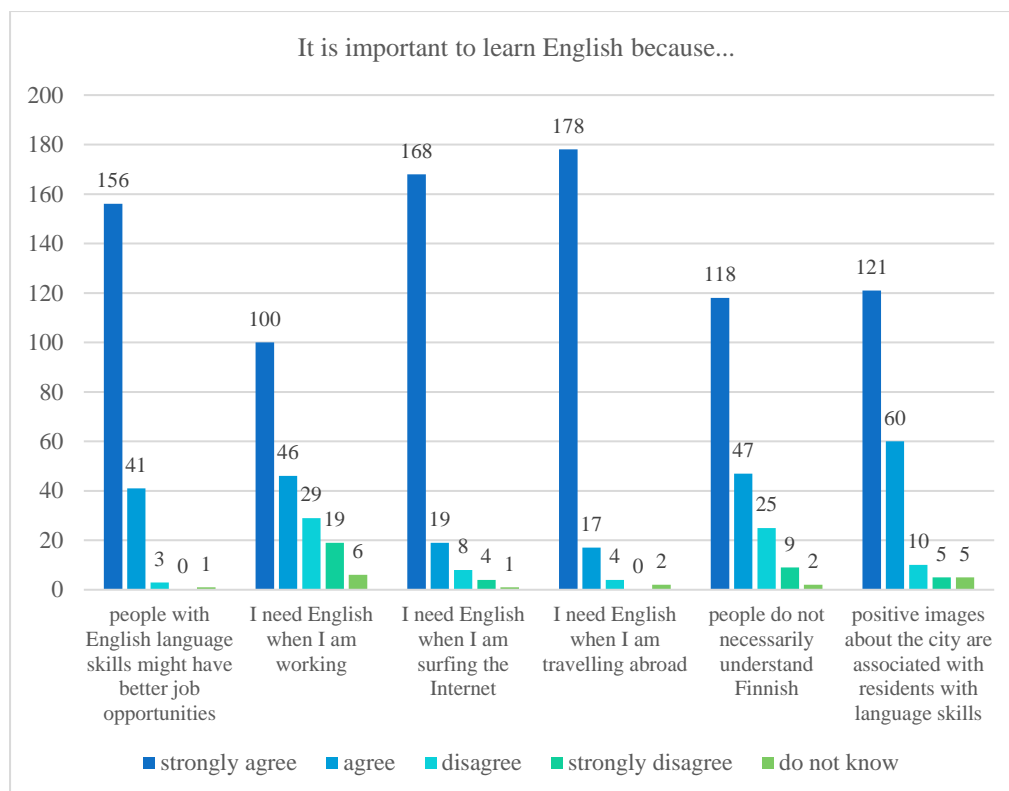


Figure 22 Informants' motives to learn English

According to the results (see Figure 22) the two most important reasons for learning the English language are the need of English when travelling abroad and when surfing the Internet. The vast majority of the informants also believe that people need to know English in order to have better job opportunities, which is in line with the statement "[i]t is important to learn English because I need English when I am working". 146 informants out of 200 reported that they need English at work. Since the informants (181 out of 201) believe that "people do not necessarily understand Finnish", it seems to be a motivation for learning English. The vast majority of the informants also reported that language skills are associated with the positive image of the city: 182 out of 202 either agreed or strongly agreed with the statement.

The rest of the statements: "[i]t is important to learn English because I need English when I am studying" (136 out of 198 agreed or strongly agreed), "[...] service providers (such as shops, restaurants etc.) use English in their communication" (132 out of 201 agreed or strongly agreed), "[...] Kotka is an international city" (150 out of 199 agreed or strongly agreed) and "[...] a large number of tourists visit Kotka" (145 out of 201 agreed or strongly agreed) have also more agree or strongly agree responses in comparison to disagree or strongly disagree responses. However, the number of the informants who reported that they

“strongly agreed” is lower than those presented in the Figure 22. These “strongly agree” responses were as follows: studying; 96 informants strongly agreed, service providers; 52 informants strongly agreed, Kotka is an international city; 82 informants strongly agreed and because of tourists: 73 informants strongly agreed with the given statements.

After the results regarding English language studies, the following section concentrates on the results regarding the influence of the English language in the informants’ life.

4.6 Influence of English

Research question 3 (see chapter 1) concentrated on the concept of internationalization in Kotka in the light of English. In order to find out informants’ beliefs about the influence of the English language regarding their identity in the globalized world, I presented five statements (see Figure 23) which all began with the phrase: “Knowing English makes me feel”.

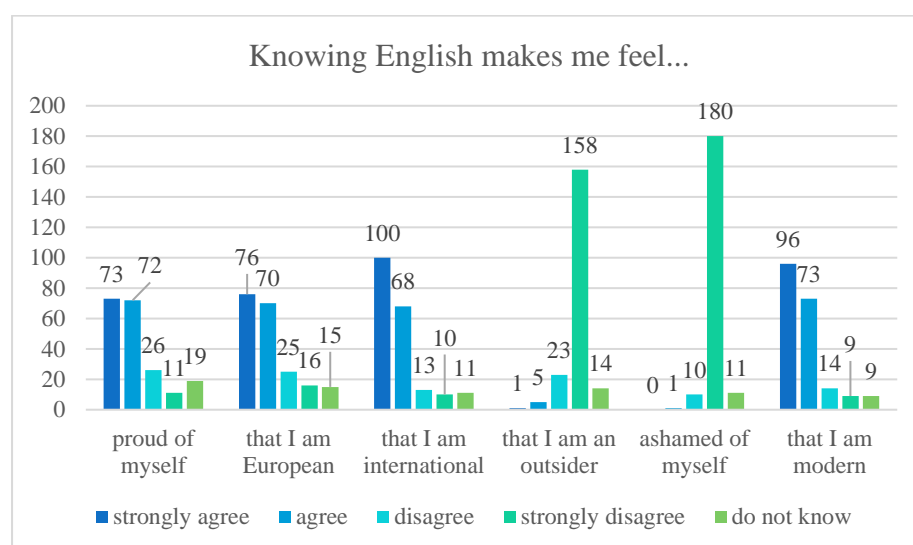


Figure 23 Effect of the English language on identity

The data shows (see Figure 23) that 145 informants out of 201 reported that they are proud of their English language skills because they either agreed or strongly agreed with the statement “[k]nowing English makes me feel proud of myself”. This ability to use English relates to a sense of being not only European but also a sense of being international. 146 informants out of 202 reported that they feel themselves European. The results regarding a sense of being international is even clearer: 168 out of 202 reported that they feel themselves international with the help of English. In addition, the respondents reported that “[k]nowing English makes

me feel that I am modern” because 169 out of 201, which is 84 % either agreed or strongly agreed with the statement. According to the data the negatively associated words, feeling like an outsider or feeling shame, are not connected with English language skills. Most of the informants disagreed or strongly disagreed with the statements “[k]nowing English makes me feel that I am an outsider” and “[k]nowing English makes me feel ashamed of myself”.

This section provided information about the influence of English in the informants’ life before moving on towards the informants’ free comments on English.

4.7 Free comments on the significance of English

In addition to the given statements, I wanted to give the informants a possibility to share their thoughts about English by using their own words. Most of the responses are short: only a few words or one or two short sentences. Some of those comments are discussed here.

The informants were asked to write what the personal significance of English is. In total 117 informants wrote the comments. According to the data the most important common denominator among the informants is that they think that the English language enables communication with people from all over the world. The informants reported that English is needed both at work and during the leisure time. Some of the informants even reported that they use the language on a daily basis. Below are some comments the informants stated. Most of the comments towards English are positive, but there are also some opposite opinions voiced. The original Finnish comments are in the footnotes at the bottom of the page.

The comments related to English as a tool for communication at work are for instance:

¹I need [English] at work many times a month.

²I am an English teacher. It is my work.

³[The English language means] international duties at work.

⁴I communicate [in English] with my colleagues from all around the world every day.

¹ Käytän töissä useamman kerran kuukaudessa.

² Olen englannin kielen opettaja. Se on minun työtä.

³ Kansainvälisiä työtehtäviä.

⁴ Päivittäistä kommunikaatiota eri puolilla maailmaa olevien työtovereiden kanssa.

⁵For me, English is a source of livelihood [...].

⁶I could communicate with clients, even if I knew only the basics.

⁷I have to know English due to my work.

⁸I would have a better chance to get a job if I knew English.

Based on the aforementioned comments it is clear that English helps to find a job and to get even more versatile tasks. The informants also reported that English is needed every month and their income is dependent on the knowledge of English.

The informants also reported that they need English during their spare time in many different situations. The language enables not only communication but it also gives a possibility to gather information and to travel. As can be seen below English is needed during everyday life:

⁹I communicate in English when I am travelling abroad. I also need English in Sweden because I cannot communicate in Swedish very well.

¹⁰The English language is the key to the world. English gives me courage to travel and to meet people from different cultures.

¹¹It gives me a possibility to get along abroad.

¹²It [English] is an important language because it gives me a possibility to travel and to communicate with people from all around the world.

As can be seen below, English is also connected with the social aspects of life:

¹³[The English language] gives you a possibility to have better general knowledge and to establish a social network everywhere.

⁵ Minulle englannin kieli on elinkeinon mahdollistaja...

⁶ Pärjäämistä alkeillakin asiakastilanteissa.

⁷ Olen töissä paikassa, missä englantia tulee osata.

⁸ Parantaa mahdollisuuksia työhaussa.

⁹ Matkustaessa ulkomaille käytän englantia, myös ruotsissa asioin englanniksi, koska ruotsin kieleni on heikko.

¹⁰ Englannin kieli avartaa maailmaa, uskallusta matkustella ja kohdata ihmisiä muista maista sekä kulttuureista.

¹¹ Keinoa selviytyä ulkomailla matkustellessa.

¹² Tärkeä, koska se mahdollistaa matkailun maailmalla sekä kommunikoinnin muidenkin kuin suomalaisten kanssa.

¹³ Parempaa yleissivistystä ja mahdollisuuksia luoda suhteita muualle maailmaan.

¹⁴I have a lots of English friends and also friends with whom English is the only common language [...].

An important part of English language skills are also data collection:

¹⁵[...] it [the English language] gives you a possibility for reading great books in the original language.

¹⁶It [English] means a lot to me. I watch all the English television series without subtitles and read English books.

¹⁷Since almost all the instructions and manuals are in English, my English language skills must be at least on a tolerable level.

Despite all the positive comments there are also some opposite opinions voiced, but they are in minority:

¹⁸I do not know [English], I do not use [English], I do not need [English]...

¹⁹During everyday life it means nothing and I do not use it. I sometimes find the language useful when I am travelling.

²⁰It is a boring everyday language.

²¹It [the English language] means nothing.

The data shows that attitudes towards English among the informants are mostly very positive. One informant summed up the significance of English with three words:

²²internationalization -> understanding -> accepting

¹⁴ Mulla on paljon englanninkielisiä kavereita ja kavereita, joiden kanssa englantia on ainut yhteinen kieli...

¹⁵ ... mahdollisuus lukea loistavaa kirjallisuutta alkuperäiskielellä.

¹⁶ Paljon, katson kaikki sarjat englanniksi, luen kirjat englanniksi.

¹⁷ Englantia on pakko osata edes auttavasti, koska lähes kaikki manuaalit ja ohjeet ovat englanniksi.

¹⁸ En osaa, en käytä, ei ole mitään tarvettakaan käyttää sitä...

¹⁹ Arki- ja työelämässä ei merkitse mitään. Joskus matkustaessa on hyötyä.

²⁰ Tylsä, peruskommunikointiin käytetty.

²¹ Ei yhtään mitään.

²² Kansainvälisyyttä -> ymmärtäminen -> hyväksyminen.

In addition to the comments regarding English, the informants were also asked to write their thoughts about Russian.

4.8 Comments regarding the statement about English vs Russian

The informants were asked to give reasons (see item 9) regarding the English language vs the Russian language. Those comments refer to the statement “English is more useful in comparison to Russian” (see 4.3.6). In total 176 informants presented arguments. As stated earlier, the vast majority of the informants considered English more useful in comparison to Russian. According to the data, most of the informants considered that the English language enables communication all around the world, whereas the Russian language is needed only in the local sphere or in Russia. However, some of the respondents stated that also proficiency in Russian is important, especially in Kotka due to the proximity of Russia and the Russian tourists who visit the region. Some of the comments can be found below. The original Finnish comments are in the footnotes at the bottom of the page.

The phrases which on the other hand show the limited use of Russian and the other hand foreground the worldwide position of English are for instance:

²³The Russian language is needed only in Russia or in the Baltic countries, but one can communicate in English all around the world.

²⁴The Russian language is spoken only in Russia, whereas the English language is the lingua franca today.

²⁵The English language is a global language and most of the Russians also know English.

²⁶The English language is the key to the world.

²³ Venäjää tarvitsee vain Venäjällä tai Baltian maissa. Englannilla pärjää niiden lisäksi myös muualla.

²⁴ Venäjää puhutaan vain Venäjällä, englanti on tällä hetkellä lingua franca.

²⁵ Englannin kieli on maailmanlaajuinen ja useimmat venäläisetkin taitavat sen.

²⁶ Englannin kieli avaa maailman.

²⁷English is spoken almost in every country and it is possible to communicate in English with everyone. Russian is spoken mainly by Russians. This means that English is more useful language.

²⁸English is a global language, whereas Russian is not. Russian is an important language only in the local sphere.

²⁹I believe that Russians also know/ understand English.

The use of English in the business world and also in the EU settings are highlighted in the following two phrases (31 and 32). In addition, the political aspect of the Russian language is mentioned in the latter phrase.

³⁰English is more widely spoken all around the world and it is also considered an official language in many international companies.

³¹[...] English is one of the official languages of the EU, whereas Russian is not. In addition, there are no political connotations connected with the English language, unlike with the Russian language.

The informants reported that English is more common language than Russian in the global sphere. However, the closeness of the Russian border and its influence on language choices in the Kotka region can be seen in some of the answers. Those responses show that some of the informants consider that Russian is more useful language in comparison to English for example due to the Russian tourism and the Russian immigrants in the region. The use of Russian in the business world is also mentioned and the belief that Russians do not know English very well.

²⁷ Englantia puhutaan lähes jokaisessa maassa ja ”sillä” voi kommunikoida kaikkien kanssa. Venäjää puhuu pääosin vain venäläiset ja näin ollen englannista on enemmän hyötyä.

²⁸ Englanti on globaali kieli, venäjä ainoastaan alueellisesti merkittävä.

²⁹ Venäläisetkin todennäköisesti osaavat / ymmärtävät englantia.

³⁰ Englannin kieltä puhutaan paljon laajemmin ympäri maailmaa ja se on myös monien kansainvälisten yritysten virallinen kieli.

³¹...englanti on yksi EU:n virallisista kielistä, mitä venäjä ei ole. Englantiin ei myöskään liity poliittisia konnotaatioita, toisin kuin venäjään.

³²The Russian language is more useful, especially in the Eastern Finland.

³³English is an important language, but I think that Russian language skills are more important because more and more Russians visit here in Finland.

³⁴There are more Russian speaking tourists than English speaking tourists in Kotka.

³⁵Since the Russian border is close to Kotka and the number of Russian tourists in the area I think that the Russian language is almost as important as English. In addition, there are lots of immigrants who will probably start to feel at home more easily if they can discuss in Russian.

³⁶It would be good to know the Russian language, especially in Kotka.

³⁷English is a more useful language than Russian around the world. But in customer service settings Russian is an important language, especially in Finland.

³⁸[...] however, in the eastern part of Finland the Russian language is useful because Russians hardly speak English.

³⁹There are lots of Russian tourists in the region. Russians do not know English very well.

⁴⁰Russia is a big and influential country. Proficiency in the [Russian] language is an important skill in the business world, especially in the eastern part of Finland.

Based on the number of responses in the sections 4.7 and 4.8 it is clear that the informants wanted to share their thoughts about English and Russian. Their responses also indicate that they consider the language issue an important topic because especially English influences on their quality of life.

³² Joissakin paikoissa venäjä on hyödyllisempi, etenkin itä Suomessa.

³³ Englannin kieli on tärkeä, mutta itselle koen venäjän osaamisen tärkeämmäksi, koska yhä enemmän venäläiset käyvät asioimassa täällä Suomessa.

³⁴ Enempi Kotkassa vierailee venäjää puhuvia turisteja kuin englantia puhuvia.

³⁵ Ottaen huomioon Venäjän läheisyyden ja venäläisen turismin on mielestäni lähes yhtä tärkeää venäjän kieli Kotkan aluella. Kotkassa myös paljon venäjältä tulleita maahanmuuttajia, joiden kotiutuminen helpompaa jos pystyy myös venäjäksi käymään keskusteluja.

³⁶ Kotkassa varsinkin olisi hyvä osata venäjää.

³⁷ Englannilla pärjää maailmalla paremmin kuin venäjällä. Suomessa kuitenkin venäjä on tärkeä kieli varsinkin asiakaspalvelualalla.

³⁸ ...toisaalta Suomen itäisissä osissa venäjän kieli on hyödyllinen, koska venäläiset eivät usein puhu juurikaan englantia.

³⁹ Kymenlaaksossa on paljon venäläisiä turisteja, venäläisten englannin osaaminen on heikkoa.

⁴⁰ Venäjä on suuri ja vaikuttava maa. Yrity maailmassa tärkeä kieli varsinkin itä- ja kaakkois-Suomessa.

5 Discussion

The aim of this chapter is to discuss the main findings of the study and also to shed light on the challenges regarding online surveys as a data collection method.

The use of the English language not only in the global sphere but also in Finland has been and still is a topic which arouses emotions for as well as against the language. In order to find out attitudes towards English in Finland, Leppänen et al. (2009) conducted a survey among the whole population. Since there were no prior studies available, which concentrated on English only in Kotka as “community-level phenomenon” (Garrett, 2010:30), I wanted to do the survey as a former Kotka resident. In addition to English, I was interested to know the informants’ opinions towards Russian based on the geographical position of the city.

My research questions were as follows:

- 1) What are adult residents’ attitudes towards English in the Kotka region?
- 2) What are the informants’ motivational factors behind language learning in Kotka?
- 3) How do the informants consider internationalization in Kotka in the light of the English language?

This research was based on an online survey, which was conducted through two local Facebook pages. In addition, one local company used their private channels to distribute my survey. The number of responses (203) I received during the data collection phase was much more than I expected. This indicated that people in the Kotka region are interested in the topic and the survey gave them a possibility to state their opinions about not only the English language but also the Russian language.

I now present and discuss the main results of the study.

5.1 Attitudes towards English

As I mentioned earlier, my assumption was that the attitudinal situation towards English might be positive in Kotka. This hypothesis was based on the results in Leppänen et al. (2009) where they stated that attitudes towards English in Finland are positive. Also, a small-scale test which was conducted during one day in Kotka in the summer 2018, indicated that residents’ attitudes towards English might be positive because people at least tried to speak English during that day (Valtonen 2018).

According to the results of my survey, the hypothesis is correct. The informants considered that not only the young but also people of working age must know English. However, elderly people's ability to use English is not a straightforward question because it divided the informants of my research. The informants also consider that people must know English not only in Finland but also all around the world. This is in line with their belief that English is connected with the concept of advancement and that English skills help to increase mutual understanding worldwide. The informants even stated that an up-to-date person must know English. They also reported that English competence is not an overrated ability and the English language does not impact domestic languages negatively.

The results are mostly in line with the results in Leppänen et al. (2009), but there are some differences. The attitudes towards the elderly people's ability to use English deviate from the views of the informants in Leppänen et al. (ibid.). Their informants feel that seniors do not need to know English, whereas the question divided the informants in my study. As I mentioned above, the informants were also asked opinions about the value of English competence. The informants in my study as well as in Leppänen et al. consider that English competence is not an overrated ability. However, there are more informants who believe that English competence is an overrated ability in Leppänen et al. (ibid.) in comparison to my research.

The following two items: the need for English speaking services in all companies in Finland and the belief that English is displacing other languages in the world divided the informants of my research. Leppänen et al. (ibid.) reported that there is no need for English speaking services in all companies in Finland. They also reported that the informants feel that due to English other languages are losing ground in the world. The majority of the informants in my study as well as in Leppänen et al. (ibid.) believe that English skills should become more common in the world. However, there is a larger number of the informants in my study who believe that English competence should become more common in the world in comparison to the findings in Leppänen et al. (ibid.).

As I mentioned earlier the majority of the informants in my study feel that English is connected with the concept of advancement. This result deviates from the findings in Leppänen et al. (ibid.) because only less than a half of their informants reported that there is a connection between English competence and the concept of advancement.

5.2 The informants' motivational factors behind language learning

One of the EU's ideals is that its citizens are able to use languages in addition to English and their mother tongue. The data shows that the informants are interested in languages and they have learnt languages. Some of the informants reported that they have proficiency in several languages, although English language and Swedish language competences seems to be the most common. According to the results almost every informant (197) reported that they know English. The vast majority of those who know English reported that they have either good or excellent competence which means that they feel confident with their English language skills.

It is clear that travelling and the Internet are the main reasons for learning English. The informants also believe that people with English competence might have better job opportunities. The majority of the informants also mentioned that English is needed at work and they believe that people do not necessarily understand Finnish. These reasons are in line with the informants' hope to be able to communicate with people worldwide with the help of the English language. One important local factor the informants stated is that they believe that residents with English language skills have a positive effect on the image of Kotka. This is consistent with the result regarding the relation between English and the concept of advancement.

Some informants also reported that they know Russian and most of them reported that they know the basics of the language. Although, the border of Russia is close to Kotka and due to that many Russian tourists visit there, proficiency in Russian is not very common among the informants. The informants also reported that they consider English more useful in comparison to Russian because English is considered *lingua franca*, whereas Russian is not. Mäkelä and Posti (2018) found that people in Finland consider Russian an important language and that Russian is needed in the Eastern parts of the country. This geographical aspect is consistent with my results because some of the informants in my study consider that the Russian language is needed because of the Russian tourists.

The informants of my research consider language skills an important ability, although the number of those who agreed or strongly agreed with the idea that people need to also know other languages in addition to English is smaller in comparison to the views of the population in Finland (Leppänen et al. 2009).

5.3 Internationalization in Kotka in the light of the English language

Historically a language has been connected with the sense of identity (Ferguson 2015) and with a language an individual has a possibility perform one's self (Baxter 2016). Modern technology, the Internet and people's cross-national mobility (Mauranen 2018) might be the reasons for the spread of English. This internationalization can also be seen in Kotka because the majority of the informants reported that they feel themselves not only European but also international. The sense is strongly connected with the proficiency in English. The informants also reported that they are proud of their English language skills and English competence makes them feel a modern person. They even stated that it is not possible to be an international person without English language competence, which deviates from the findings in Leppänen et al. (2009). This means that English is connected with the term international more often in Kotka in comparison to the whole population in Finland. At the same time, the informants reported that they do not feel that English is a threat to the domestic languages of Finland, which is in line with the results in Leppänen et al. (ibid.). In addition, English functions as a connective factor, which can also be seen in the informants' comments regarding the personal significance of English in their life. Their comments are in line with the results regarding negatively associated words: they do not feel like an outsider or ashamed because of their English language skills.

Finally, I discuss the limitations of the research based on the results I received through an online survey.

5.4 Evaluation of the methodology

An online-survey is a less time-consuming way to conduct a survey in comparison to the traditional mail surveys (Dörnyei & Taguchi 2010) and due to social media, it is an easy way to reach the informants. However, this method raised the question about the reliability of the responses because modern technology makes it possible that people all around the world can follow certain websites even if they do not live in that specific area. My aim was to concentrate only on the Kotka region, which means the city of Kotka and the neighbouring areas in Kymenlaakso. However, during the analysis phase I noticed that, due to the respondents' self-selection, there were some respondents who have residence outside of the planned area. I could have left those responses out of account, but then again I assumed that people must have a connection to Kotka because they follow the selected websites. Also, the option "other" gave the informants a possibility to participating in the survey because I did

not set any limitations. However, the number of informants who live outside of the selected areas were limited and thus it did not influence the results to a great extent.

This study only concentrated on adult residents. I noticed that the older respondents (76 year-olds and above) were in minority and I believe that one reason might be the data collection method. In order to reach more informants of all ages, the traditional mail survey in addition to an online-survey would be a good option in the future. It is also striking that the vast majority of the informants were female. However, it is difficult to state whether the method was the only reason.

6 Conclusion

Based on the number of informants, it is obvious that there was a real need for this kind of survey. This was an important study to find out residents' attitudes towards English and also to hear their comments about the Russian language in the Kotka region. It is clear that the informants are interested in the topic and they consider English language competence an appreciated ability which can also be seen in their comments. It is clear that the results regarding attitudes towards English among the respondents in the Kotka region are mostly in line with the results in Leppänen et al. (2009), although there are some differences between the two.

Regarding the *Kotka 2025* plan for the future, it is clear that people in Kotka and the neighbouring areas want to learn languages, and especially English: First, the ability of the residents helps to maintain and improve the positive image of the city. Second, the residents connect the sense of internationality with the ability to use the English language. These results are in line with the ideas about internationalization and life-long education, which are foregrounded in the *Kotka 2025* strategy. However, based on the results more information about the importance of English language competence among seniors is needed.

In order to find out attitudes towards English among the younger generation, it would be a good idea in the future to conduct a survey which only concentrates for example pupils in the lower secondary school settings in the Kotka region.

In conclusion, the informants' attitudes towards English are very positive and the language is an important part of their linguistic repertoire. There are no negative connotations connected with the English language because the informants strongly agreed that they do not feel ashamed or an outsider due to their proficiency in English. On the contrary, the informants in the Kotka region are proud of their English language competence, which enables communication all around the world.

Bibliography

- Antikainen, A., Rinne, R. & Koski, L. 2013. *Kasvatussosiologia*. Jyväskylä: PS-Kustannus.
- Baxter, J. 2016. In Preece (ed.) Positioning language and identity in *The Routledge Handbook of Language and Identity*. Routledge.
- Blencowe, A. 2017. *Asiantuntijat huolissaan englannin ylivallasta: "Nuoret eivät ymmärrä kielitaidon merkitystä, jonnekin se on kadonnut"*. Available at <https://yle.fi/uutiset/3-9843164> [Accessed 18 July 2019].
- Block, D. 2009. *Second language identities*. London: Continuum.
- Chartrand, T.L. & Dalton, A.N. 2007. In Vohs and Baumeister (eds.). *Mimicry. Encyclopedia of Social Psychology*. Sage Publications.
- Collins English dictionary. 2019. [online] <https://www.collinsdictionary.com> [Accessed 11 January 2019].
- Crystal, D. 2012. *English As a Global Language*. 2nd ed. Cambridge: Cambridge University Press.
- Downes, W. (2003). *Language and society*. 2nd ed. Cambridge: Cambridge University Press.
- Dörnyei, Z., Czicér, K. & Németh, N. 2006. *Motivation, Language Attitudes and Globalization: A Hungarian Perspective*. Clevedon: Multilingual Matters.
- Dörnyei, Z. & Ushioda, E., 2009. *Motivation, Language Identity and the L2 Self*. Channel View Publications.
- Dörnyei, Z. & Taguchi, T. 2010. 2nd ed. *Questionnaires in Second Language Research. Construction, Administration, and Processing*. New York: Routledge.
- Edwards, J. 2009. *Language and identity: An Introduction*. Cambridge: Cambridge University Press.
- Ethnologue.com. 2019. [online]. Available at www.ethnologue.com. [Accessed 18 January 2019].
- European Commission. Euroopan komissio. 2019 *Monikielisyyspolitiikka*. [online]. Available at https://ec.europa.eu/education/policies/multilingualism/about-multilingualism-policy_fi [Accessed 7 May 2019].
- European Commission. Euroopan komissio. 2019. *Perustietoa EU:sta*. [online]. Available at https://ec.europa.eu/finland/about-us/about-the-eu_fi [Accessed 13 June 2019].
- European Commission. Euroopan komissio. 2019. *Standard Eurobarometri 90. Kansallinen raportti*. Available at https://ec.europa.eu/finland/sites/finland/files/eb90_nat_fi_fi.pdf [Accessed 16 June 2019].
- Europe Information. Eurooppatiedotus. 2019. *EU saa ensi kesänä uuden virallisen kielen*. [online]. Available at <https://eurooppatiedotus.fi/2012/10/02/eu-saa-ensi-kesana-uuden-virallisen-kielen/> [Accessed 7 May 2019].
- European Parliament. 2019. *Fact Sheets on the European Union*. [online]. Available at <http://www.europarl.europa.eu/factsheets/en/sheet/142/language-policy> [Accessed 3 May 2019].

- Fenyo, S.S. 2006. Global English - Euro English. *Studia Universitatis Babes-Bolyai. Studia Europaea*. (51) 2.
- Ferguson, G. 2015. Attitudes to English. In Linn, A.R., Bermel, N. & Ferguson, G. (eds.) *Attitudes Towards English in Europe*. Berlin: De Gruyter Mouton.
- Garrett, P., Williams, A. & Coupland, N. 2003. *Investigating language attitudes: Social meanings of dialect, ethnicity and performance*. Cardiff: University of Wales Press. .
- Garrett, P. 2010. *Attitudes to language*. Cambridge: Cambridge University Press.
- Gasiorek, J. 2016 Theoretical perspectives on interpersonal adjustments in language and communication. In Giles, H. (ed.) *Communication Accommodation Theory: Negotiating Personal Relationships and Social Identities across Contexts*. Cambridge: Cambridge University Press, pp. 13–35.
- Gnutzmann, C., Jakisch, J. & Rabe, F. 2014. English as a lingua franca: A source of identity for young Europeans? *Multilingua* 33 (3-4). pp. 437-457.
- Haddock, G. & Maio, G.R. 2007. Attitudes. In Vohs. K.D & Baumeister. R.F. (eds.) *Encyclopedia of Social Psychology*. Sage Publications.
- Hiilamo, E-A & Paakkanen, M. 2018. Suomen kielen asema on uhattuna. *Helsingin Sanomat*. 291 (42981), p. C4.
- Hyrkstedt, I. & Kalaja, P. 1998. Attitudes towards English and its functions in Finland: A discourse-analytic study. *World Englishes*. Vol. 17. No 3. pp. 345-357.
- Joseph, J.E. 2004. *Language and identity: national, ethnic, religious*. London: Palgrave Macmillan.
- Kalaja, P. & Hyrkstedt, I. 2000. “Heikot sortuu elon tiellä”: Asenteista englannin kieleen. In Kalaja, P. & Nieminen, L. (ed.) *Kielikoulussa – kieli koulussa. AFinLa*. No. 58. pp. 369-386.
- Kotimaisten kielten keskus. Institute for the Languages of Finland. 2018. *Suomi tarvitsee pikaisesti kansallisen kielipoliittisen ohjelman*. [online].
https://www.kotus.fi/ohjeet/suomen_kielen_lautakunnan_suosituksia/kannanotot/suomi_tarvitsee_pikaisesti_kansallisen_kielipoliittisen_ohjelman. [Accessed 20 March 2019].
- Kotka. 2018. [online] www.kotka.fi [Accessed 24 October 2018].
- Kupiainen, A. & Rönty, M. 2019. Uusi kielitodellisuus on haaste varhaiskasvatukselle. *Helsingin Sanomat*. 131, (43174). p. B13.
- Laitinen, M. 2014. 630 kilometres by bicycle: observations of English in urban and rural Finland. *International Journal of Sociology of Language*. Issue 228. pp. 55-77.
- Laitinen, S. 2017. “What is a mother tongue?”: *Language identity construction of ESL speakers in Finland*. Unpublished Master’s thesis. University of Helsinki.
- Leppänen, S., Nikula, T. and Kääntä, L. 2008. *Kolmas kotimainen. Lähikuvia englannin käytöstä Suomessa*. Helsinki: Suomalaisen kirjallisuuden seura.

- Leppänen, S., Pitkänen-Huhta, A., Nikula, T., Kytölä, S., Törmäkangas, T., Nissinen, K., Kääntä, L., Virkkula, T., Laitinen, M., Pahta, P., Koskela, H., Lähdesmäki, S. and Jousmäki, H. 2009. *Kansallinen kyselytutkimus englannin kielestä Suomessa. Käyttö merkitys ja asenteet*. Jyväskylä Studies in Humanities 132, University of Jyväskylä. Available at <https://jyx.jyu.fi>. [Accessed 15 November 2018]
- Leung, H. H., Hendley, M., Compton, R., W. & Haley, B. D. 2009. *Imagining Globalization. Language, Identities, and Boundaries*. 1st ed. New York: Palgrave Macmillan.
- Liebscher, G. & Dailey-O’Cain, J. 2017. Contextualizing language attitudes: An interactional perspective. *Lang Linguist Compass*. John Wiley & Sons Ltd.
- Liiten, M. 2018. Hallitus: Yo-tutkinto myös englannin kielellä. *Helsingin Sanomat*. 310 (43000), p. A 13.
- Mauranen, A. 2018. Second Language Acquisition, world Englishes, and English as a Lingua Franca (ELF). *World Englishes* 37. pp. 106-119.
- Mitchell, R. & Myles, F. 2004. *Second language learning theories*. 2nd ed. London: Hodder Arnold.
- Mäenpää, V. 2017. Venäläisten uusi tuleminen näkyy rajalla ja yöpymisissä. [online]. *Kymen Sanomat* 30 December 2017. <https://kymensanomat.fi/uutiset/lahella/70ae333b-ac5b-4035-b336-c18919196ef8> [Accessed 15 November 2018].
- Mäkelä, J. & Posti, T. 2018. *Language attitudes in multilingual Finland*. Master’s thesis. Department of language and communication studies. University of Jyväskylä. Available at <https://jyx.jyu.fi/handle/123456789/58663> [Accessed 9 April 2019].
- Mäntylä, K. & Dufva, H. 2018. Vieraan kielen opetus vaatii pitkäjänteisyyttä. *Helsingin Sanomat*. 288 (42978). p. A5.
- Nickerson, C. 2005. English as a lingua franca in international business contexts. *English for Specific Purposes*. Vol. 24. pp. 367-380.
- Norton, B. 2016. *Identity and Language Learning: Back to the Future*. *Tesol Quarterly*. Vol. 50. No 2.
- Oikeusministeriö. Ministry of Justice Finland. 2019. *Finnish and Swedish*. [online]. <https://oikeusministerio.fi/en/finnish-and-swedish>. [Accessed 20 March 2019].
- Opetushallitus. 2019. *Kasvatus, koulutus ja tutkinnot*. [online]. Available at: https://www.oph.fi/koulutus_ja_tutkinnot. [Accessed 20 March 2019].
- Opetushallitus. 2019. *Englannin ylivoima jatkuu perusopetuksen oppilaiden kielivalinnoissa*. [online]. Available at: https://www.oph.fi/ajankohtaista/verkkouutiset/101/0/englannin_ylivoima_jatkuu_perusopetuksen_oppilaiden_kielivalinnoissa [Accessed 6 May 2019].
- Oxford Dictionary of English (3 ed.). 2019. [online]. Available through Helsinki University Library webpage helka.finna.fi. [Accessed 11 January 2019].
- Paavola, A-L. 2018. Kansalliskielten puolustaja. *Acatiimi. Professorien, tieteentekijöiden ja yliopistojen opetusalan lehti*. http://www.acatiimi.fi/8_2018/16.php. [Accessed 20 March 2019].

- Peda.net.Kotka. 2018. *Kaksikielinen opetus englannin ja suomen kielellä*. [online]. Available at <https://peda.net/kotka/perusopetus2/ki/eol> [Accessed 29 October 2018].
- Phillipson, R. 2003. *English-Only Europe?: Challenging Language Policy*. London: Routledge.
- Phillipson, R. & Skutnabb-Kangas, T. 1997. Linguistic human rights and English in Europe. *World Englishes*. Vol. 16. No 1. pp. 27-43.
- Saari, M. Ruotsin kieli Suomessa. In Johansson, M. & Pyykkö, R. 2005. (eds.) *Monikielinen Eurooppa: kielipolitiikkaa ja käytäntöä*. Gaudeamus.
- Sjöholm, K. 2004. English as a third language in bilingual Finland: Basic communication or academic language? In Hoffmann, C. & Ytsma, J. (ed.) *Trilingualism in family, school and community*. Clevedon: Multilingual Matters
- Skutnabb-Kangas, T., Phillipson, R., Mohanty, A.K. & Panda, M. 2009. *Social Justice through Multilingual Education*. Channel View Publications.
- Statista.com. 2019. [online]. <https://www.statista.com/statistics/262946/share-of-the-most-common-languages-on-the-internet/> [Accessed 18 January 2019].
- Taavitsainen, I. & Pahta, P. 2003. English in Finland: globalization, language awareness and questions of identity. *English Today* 76. Vol. 19. No 4. pp. 3-15.
- Tilastokeskus. Statistics Finland. 2019. [online] www.tilastokeskus.fi [Accessed 10 April 2019].
- Ushioda, E. 2013. *International perspectives on motivation: Language learning and professional challenges*. Basingstoke: Palgrave Macmillan.
- Valtonen, E., Kotkan ja Haminan liikkeissä ymmärretään englantia ja palvelua saa, vaikka se vähän takkuaisikin – Ymmärretyksi voi tulla vaikka kuvia piirtämällä. [online] *Kymen Sanomat* 18.8.2018. Available at <https://kymensanomat.fi/uutiset/lahella/d9b8f093-6dc7-48f9-86bd-fa20ee585f45> [Accessed 7.10.2018].
- Virkkunen, H. 2018. Näkökulma: Kansainvälistyminen kannattaa. [online] *Kymen Sanomat* 26.2.2018. <https://kymensanomat.fi/mielipide/lukijalta/b02d8923-b596-4f29-ba00-7328f9b9b03a> [Accessed 7.10.2018].
- Virtanen, P. 2017. *“It is all about English – attitudes towards English in the linguistic landscape: A case study in Kotka”*. Unpublished Bachelor’s thesis. University of Helsinki.
- Virkkula, T. 2008. Työntekijöiden kokemuksia englannista yritysmaailman kielenä. In *Kolmas kotimainen. Lähikuvia englannin käytöstä Suomessa*. Leppänen, S., Nikula, T. & Kääntä, L. (eds.). Helsinki: Suomalaisen kirjallisuuden seura.
- Wardaugh, R. 1987. *Languages in competition*. Oxford: Basil Blackwell Ltd.

Appendix 1

The Questionnaire

Ajatuksia englannin kielestä Kotkassa 2019

Alla on joukko väittämiä, joihin vastataan sen mukaan mikä vaihtoehto tuntuu itsestä sopivimmalta. Vastaamaan pääsee klikkaamalla väittämän edessä olevaa ympyrää tai alasvetovalikosta valitsemalla.

[Tietosuojaseloste](#)

1. SUKUPUOLI

Valitse sopivin vaihtoehto

- sukupuoli ☐ mies
- ☐ nainen
- ☐ muu
- ☐ en halua kertoa

2. IKÄ

Valitse sopivin vaihtoehto

- ikä ☐ 18-25
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ 56-65
- ☐ 66-75
- ☐ 76 tai yli

3. KOULUTUS

Valitse sopivin vaihtoehto

- Koulutus ☐ kansakoulu tai peruskoulu
- ☐ ammattioppilaitos
- ☐ ylioppilas / lukio
- ☐ ammattikorkeakoulu
- ☐ korkeakoulu tai yliopisto
- ☐ muu

Muu koulutus, mikä? Kirjoita alle varattuun tilaan.

4. ELÄMÄNTILANNE

Valitse sopivin vaihtoehto

Elämäntilanne

- ☐ työssä
- ☐ työtön
- ☐ opiskelija
- ☐ eläkeläinen
- ☐ muu

5. ASUINPAIKKA

Valitse sopivin vaihtoehto

Asuinpaikka

- ☐ Kotka
- ☐ Hamina
- ☐ Pyhtää
- ☐ muu

Muu asuinpaikka, mikä? Kirjoita alle varattuun tilaan.

6. ÄIDINKIELI

Valitse alasvetovalikosta sopivin vaihtoehto.

Äidinkieli

--Valitse tästä--



Jos vastasit muu kieli, mikä? Kirjoita alle varattuun tilaan.

7. MUUT KIELET

Mitä muita kieliä osaat äidinkielen lisäksi? Valitse sopivin / sopivimmat vaihtoehdot.

Jos et osaa äidinkielen lisäksi muita kieliä, voit jättää tämän kohdan väliin.

	alkeet	kohtalainen	hyvä	erinomainen
englanti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
venäjä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ranska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
saksa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ruotsi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
suomi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
muu 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
muu 2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
muu 3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Muu kieli / muut kielet, mikä / mitkä? Kirjoita alle varattuun tilaan.

8. ENGLANNIN KIELEN MERKITYS

Valitse jokaisesta annetusta väittämästä sopivin vaihtoehto

	Täysin samaa mieltä	Jokseenkin samaa mieltä	Jokseenkin eri mieltä	Täysin eri mieltä	En osaa sanoa
Nuorten täytyy osata englantia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Työikäisten täytyy osata englantia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lääkkäiden ihmisten täytyy osata englantia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Englannin kielen leviäminen Suomeen on uhka kotimaisille kielille.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suomalainen voi olla kansainvälinen osaamatta englantia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Englannin lisäksi suomalaisten täytyy osata muitakin vieraita kieliä.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Englannin osaamista arvostetaan liikaa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kaikkien yritysten tulee tarjota palveluja Suomessa myös englanniksi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Englannin kieli on hyödyllisempi kuin venäjän kieli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kirjoita alle varattuun tilaan omin sanoin mitä **englannin kieli merkitsee sinulle**

9. ENGLANNIN KIELI JA VENÄJÄN KIELI

Liittyen kohdassa 8 esitettyyn väittämään "**englannin kieli on hyödyllisempi kuin venäjän kieli**", perustele kohdassa 8 antamasi vastauksesi lyhyesti alla olevaan tilaan

10. ENGLANTI KANSAINVÄLISENÄ KIELENÄ

Valitse jokaisesta annetusta väittämästä sopivin vaihtoehto

	Täysin samaa mieltä	Jokseenkin samaa mieltä	Jokseenkin eri mieltä	Täysin eri mieltä	En osaa sanoa
Englannin kieli syrjäyttää muita kieliä.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Englannin kielen taidon pitäisi yleistyä maailmassa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Englanti on edistyksen kieli.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Englannin kielen taito lisää kansainvälistä yhteisymmärrystä.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aikaansa seuraavan ihmisen pitäisi osata englannin kieltä.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. ENGLANNIN KIELEN OPISKELU

Valitse jokaisesta annetusta väittämästä sopivin vaihtoehto

Englannin kielen opiskelu on tärkeää, koska

	Täysin samaa mieltä	Jokseenkin samaa mieltä	Jokseenkin eri mieltä	Täysin eri mieltä	En osaa sanoa
englannin kielen taito lisää työnsaantimahdollisuuksia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tarvitsen englantia työtehtävissäni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tarvitsen englantia opinnoissani	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tarvitsen englantia Internetissä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tarvitsen englantia ulkomaan matkoilla	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pelkällä suomen kielellä ei enää pärjää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
palveluntarjoajat (esim. kaupat, ravintolat) käyttävät englantia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kielitaitoiset asukkaat antavat Kotkasta positiivisen kuvan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kotka on kansainvälinen kaupunki ☐ ☐ ☐ ☐ ☐

Kotkassa vierailee paljon turisteja ☐ ☐ ☐ ☐ ☐

12. ENGLANNIN KIELEN VAIKUTUS

Valitse jokaisesta annetusta vaihtoehdosta sopivin

Englannin kielen osaaminen saa itseni tuntemaan

	Täysin samaa mieltä	Jokseenkin samaa mieltä	Jokseenkin eri mieltä	Täysin eri mieltä	En osaa sanoa
ylpeyttä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eurooppalaiseksi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kansainväliseksi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ulkopuoliseksi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
häpeää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nykyaikaiseksi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MUUTA KOMMENTOITAVAA

Voit kertoa halutessasi alle varattuun tilaan kommentteja kielten opiskelusta Kotkassa

TIETOJEN LÄHETYS

Kiitos vastauksista!

Appendix 2

Privacy Statement

Ajatuksia englannin kielestä Kotkassa 2019

Tietosuojaseloste

Johdanto

Olet osallistumassa "Ajatuksia englannin kielestä Kotkassa 2019" -tutkimukseen. Tässä selosteessa kuvataan, miten henkilötietojasi käsitellään tutkimuksessa.

Tutkimukseen osallistuminen ja henkilötietojen antaminen on vapaaehtoista. Sinuun ei kohdistu mitään negatiivista seuraamusta, jos et osallistu tutkimukseen tai jos keskeytät osallistumisesi tutkimukseen. Tämän selosteen lopussa kerrotaan tarkemmin, mitä oikeuksia sinulla on.

Rekisterinpitäjä

Päivi Virtanen

Helsingin yliopisto, Humanistinen tiedekunta

Yhteyshenkilö rekisteriä koskevista asioista

Päivi Virtanen

paivi.k.virtanen@helsinki.fi

Henkilötietojen käsittelyn tarkoitus

Olen Kotkasta lähtöisin oleva Helsingin yliopiston englannin kielen opiskelija. Kerään oheisella sähköisellä kyselylomakkeella lopputyötäni varten kotkalaisten sekä lähialueiden asukkaiden ajatuksia englannin kieltä kohtaan.

Tutkimukseen vastaaminen on täysin vapaaehtoista. Aineistoa kerätään ainoastaan tämän tutkimuksen tarkoituksiin.

Tutkimusaineistoa käsitellään vuoden 2019 loppuun saakka.

Rekisterin tietosisältö

Tutkittavan sukupuoli, ikäryhmä, koulutus, elämäntilanne, asuinpaikka, äidinkieli sekä muu kielitaito. Lisäksi tutkittavan mielipiteitä englannin kielestä, venäjän kielestä ja kielten opiskelusta.

Tutkimuksessa ei käsitellä tietosuojasetuksen 9 artiklan mukaisia erityisiä henkilötietoryhmiä (eli arkaluonteisia henkilötietoja).

Henkilötietoja käsitellään seuraavalla yleisen tietosuojasetuksen 6 artiklan 1 kohdan mukaisella perusteella: tutkittavan suostumus

Säännönmukaiset tietolähteet

Tietolähteenä internet-kyselylomake Ajatuksia englannin kielestä Kotkassa 2019

Tietojen säännönmukaiset luovutukset

Henkilötietoja ei siirretä eikä luovuteta Helsingin yliopiston ulkopuolelle.

Tietojen siirto EU:n tai ETA:n ulkopuolelle

Tietoja ei siirretä tai luovuteta EU:n ja Euroopan talousalueen ulkopuolelle.

Rekisterin suojauksen periaatteet

Henkilötietoja käsitellään ja säilytetään niin, että ainoastaan niitä tutkimusta varten tarvitsevat henkilöt pääsevät tarkastelemaan tietoja.

Tietojärjestelmissä käsiteltäviä tietoja suojataan seuraavilla tavoilla: käyttäjätunnus ja salasana.

Suorien tunnistetietojen käsittely:

Rekisterinpitäjä kerää henkilötiedot ilman suoria tunnistetietoja.

Henkilötietojen käsittely tutkimuksen päättymisen jälkeen:

Tutkimusaineisto hävitetään.

Tarkastusoikeus

Yhteyshenkilö tutkittavan oikeuksiin liittyvissä asioissa on tässä ilmoituksessa mainittu yhteyshenkilö.

Oikeus vaatia tiedon korjaamista

Rekisteröidyn oikeudet

Tietosuoja-asetuksen mukaan rekisteröidyllä on oikeus:

- saada pääsy tietoihin
- oikaista tietoja
- poistaa tiedot ja tulla unohdetuksi
- rajoittaa tietojen käsittelyä
- siirtää tiedot järjestelmästä toiseen
- vastustaa tietojen käsittelyä
- olla joutumatta automaattisen päätöksenteon kohteeksi.

Rekisteröity ei kuitenkaan voi käyttää kaikkia oikeuksia kaikissa tilanteissa. Tilanteeseen vaikuttaa esimerkiksi se, millä perusteella henkilötietoja käsitellään.

Tarkempaa tietoa rekisteröidyn oikeuksista eri tilanteissa löytyy tietosuojavaltuutetun verkkosivuilta:
<https://tietosuoja.fi/rekisteroidyn-oikeudet-eri-tilanteissa>

Oikeuksien soveltuminen

Jos henkilötietojen käsittely tutkimuksessa ei edellytä rekisteröidyn tunnistamista eikä rekisterinpitäjä pysty tunnistamaan rekisteröityä, oikeutta tietojen tarkastamiseen, oikaisuun, poistoon, käsittelyn rajoittamiseen, ilmoitusvelvollisuuteen ja siirtämiseen ei sovelleta, ellei rekisteröidy anna tunnistamisen mahdollistavia lisätietoja (tietosuoja-asetuksen 11 artikla).

Oikeuksista poikkeaminen

Tietosuoja-asetus ja Suomen tietosuojalaki mahdollistavat tietyistä rekisteröidyn oikeuksista poikkeamisen silloin, kun henkilötietoja käsitellään tieteellisessä tutkimuksessa ja oikeuksien toteuttaminen estäisi tai vaikeuttaisi suuresti käsittelyn tarkoitusten saavuttamista.

Tarvetta poiketa rekisteröidyn oikeuksista arvioidaan aina tapauskohtaisesti.

Valitusoikeus

Sinulla on oikeus tehdä valitus tietosuojavaltuutetun toimistoon, mikäli katsot, että henkilötietojesi käsittelyssä on rikottu voimassa olevaa tietosuojalainsäädäntöä.

Yhteystiedot:

Tietosuojavaltuutetun toimisto

Käyntiosoite: Ratapihantie 9, 6. krs, 00520 Helsinki

Postiosoite: PL 800, 00521 Helsinki

Vaihde: 029 56 66700

Faksi: 029 56 66735

Sähköposti: [tietosuoja\(at\)om.fi](mailto:tietosuoja(at)om.fi)

Appendix 3

Self-evaluated language competence among the informants

	Basics	Passable	Good	Excellent	Total number
Indonesian			1		1
Luxembourgish			1		1
Dutch	1	1			2
Spanish	13	5	4	2	24
Hungarian			1		1
Japanese	5	1			6
Bulgarian			1		1
Hebrew		1			1
Czech		1			1
Italian	2	1	1		4
Filipino	1				1
Norwegian	1				1
Chinese	1				1
Sign Language	3				3
Estonian	2	2	1		5
Turkish			1		1
Arabic	1				1
Croatian	1				1
Sami	1				1
Greek	1				1